THE REPORT

OF THE

PRESIDENT

QUEEN'S COLLEGE, CORK,

FOR

THE YEAR ENDING 31st MARCH, 1867.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
FOR HER MAJESTY'S STATIONERY OFFICE.
1867.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE YEAR ENDING 31st MARCH, 1867.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In conformity to the provisions of the Act of Parliament founding the Queen's Colleges and the Charter of Queen's College, Cork, I have the honour to submit the following Report of the Proceedings of that College, and the Condition of its Departments, during the year terminating 31st March, 1867.

1. EXAMINATIONS FOR ENTRANCE—NUMBERS AND CLASSIFICATION OF STUDENTS.

The Examinations for Entrance were held in the usual manner at the commencement of the Session in October, 1866, and on subsequent days, as fixed by the College Council. The arrangements to this effect are given in the Prospectus of the Session, of which a copy is annexed. (Appendix A.)

After those examinations 60 new Students were entered as Matriculated Students to the First Year's Class, as were also 25 Students who had previously matriculated, but who from not having been promoted, or from other causes, being disqualified from proceeding with the higher studies of a Senior Class, were therefore required to re-enter the class of the first year, and to resume the more elementary courses. The total number of Matriculated Students in the First Year's Class for the Session of 1866–67 was, therefore, 85.

In addition to the above, there presented themselves to proceed with the studies of the Senior Years, 129 Students who had passed the Sessional Examinations at the close of the previous Academic Year. The total number of Matriculated Students in Queen's College, Cork, for the year 1866–67 was, therefore, 214.

A 2

Besides the above 214 Matriculated Students, there entered to attend the lectures of particular Professors 16 Non-Matriculated Students. The total number of Students attending the College during the Session 1866–67 was, therefore, 230.

The Classification of those Students by their collegiate standing is shown in the following Table, which will also show for comparison the number corresponding for the previous year:—

Courses of Study in order of College standing.		Session, 1865–66.	Session, 1866–67.
Matriculated Students	Course of First Year,	88	85
	Course of Second Year,	59	43
	Course of Third Year,	52	52
	Course of Fourth Year,	19	27
	Special Courses,	5	7
Total number of Matriculated Students,		223	214
Non-Matriculated Students,		12	16
Total number of Students,		235	237

In respect to Faculties and courses of study for Degrees and Diplomas, the Classification of the Students who attended the College during the Session 1866–67 was as follows:—

	Matriculated.	Non-Matriculated.	Total.
In the Faculty of Arts,	58	1	59
In the Faculty of Medicine,	117	15	132
In the Faculty of Law,	7	–	7
In the Faculty of Engineering,	39	–	39
Total,	221	16	237

The above number, 237, exceeds that previously given, (230), as the total number of Matriculated Students by 7, from the fact that some Students had entered in more Faculties than one at the same time. Thus there were entered for—

Arts and Medicine,	5
Arts and Law,	2
Total double entries,	7

The ages of the new Students who entered for the Session 1866–67 were as follow:—

13 Years,	1	18 Years,	14	Unknown,	2
15 Years,	1	19 Years,	8		
16 Years,	14	20 Years,	3	Total,	60
17 Years,	12	21 Years and over,	5	New entries.	

Of the total number of Matriculated Students (214) on the roll for 1866–67, there were 151 under 21 years of age, 61 were 21 and over, and the ages of 2 were unknown.

2. COLLEGE EXAMINATIONS FOR SCHOLARSHIPS AND SESSIONAL PROMOTION OF MATRICULATED STUDENTS.

The Examinations for Scholarships and for Sessional Promotion were carried on as usual under the direction of the College Council, with the following results at the close of and during the progress of the Session of 1865–66:—

Of 7 Senior Scholarships in Arts 5 were awarded.
The Senior Scholarship in Law was awarded.
Of the 30 Junior Scholarships in Arts 27 were awarded.
Of the 8 Scholarships in Medicine 7 were awarded.
The 3 Junior Scholarships in Law were all awarded.
Of the 5 Scholarships in Engineering 4 were awarded.

The Examinations for those Scholarships were conducted principally by printed papers. The subjects of examination are described in the Prospectus (Appendix A), and the more important papers of questions are given in Appendix B.

The Examinations for Sessional Promotion were held at the close of the Session, with the following results:—

Faculty.	Promoted.	Not Promoted.	Total.
Arts,	32	23	55
Engineering,	23	23	46
Law,	7	2	9
Agriculture,	–	1	1
	62	49	111
Fourth Year's Arts Students,			6
Faculty of Medicine,			116
Total for Session 1865–66,			232

Those Examinations were conducted by printed papers, of which a selection is given in Appendix C, and prizes were awarded by the College Council to those Students who had been specially recommended by the Examining Professors. The names of those who received those Sessional honours and prizes are given in the Appendix D.

3. COURSES OF INSTRUCTION.

The detailed list of Classes, the number of lectures delivered by each Professor, and the number of Students attending each Class are given in the Table, Appendix E, and further particulars as to the Special Departments will be found in the Report of the several Professors annexed, forming Appendix F.

4. QUEEN'S UNIVERSITY EXAMINATIONS AND PEEL EXHIBITIONS.

Such Students as had suitably completed their collegiate career were recommended to the Senate of the Queen's University to be examined for their respective Diplomas and Degrees. The names of those Students of Queen's College, Cork, who obtained Diplomas or Degrees at the University Examinations in June and October, 1866, and also the names of those who obtained University honors at those Examinations, are given in Appendix G.

At the close of the first University Examination in Arts in October, 1866, seven Students from Cork College passed, of whom two obtained first class and three third class honors, and in the Faculty of Engineering eight passed, of whom two obtained second class honors.

The following Exhibitions from the Peel Endowment Fund were awarded at those Examinations to the following Students of Cork College:—

Arthur Henry Anglin, first, from Queen's College, Cork, £20 a year for three years.

William George Fitzgerald, second, from Queen's College, Cork, £15 a year for three years.

Arthur Henry Anglin, first in Mathematical Science, from Queen's College, Cork, £10 a year for three years.

5. COMPETITIVE EXAMINATIONS AND CIVIL SERVICE APPOINTMENTS. SPECIAL COLLEGE PRIZE.

At the Examinations for the Special Prizes founded by the College Council to encourage proficiency in those branches of study embraced in the principal Competitive Examinations for the public service, neither the first nor the second prizes were awarded. The third prize of £15 was granted to Mr. John Connor.

The regulations of the College Council respecting the Special Prizes, and the principal Papers of Questions used at the Examinations, are given in Appendix H.

At the Examinations held in London, in 1866, the following Students of Queen's College, Cork, obtained appointments in the Public Service by Competitive Examination:—

William Collins, 1st Place, Army Medical Service.
Edward Townsend, do. do.
George Gibson, do. do.
Arthur Hacket, do. do.
Robert V. Power, Indian Army Medical Service.
David B. Long, do. do. do.
John Harman, Indian Public Works.
Michael O'Brien, Acting Vice-Consul at Cheefoo, China.

6. LIBRARY AND MUSEUMS.

The special Report of the Librarian will be found in Appendix I.; and the condition and progress of the several parts of the Museum will be described in the Reports of the Professors to whose departments they belong. (Appendix F.) In reference to the Botanic Garden, I beg leave again to represent the urgent necessity for having provided a greenhouse or conservatory for the preservation of such tropical and sub-tropical plants as are requisite for properly illustrating the Botanical Lectures of the Professor of Natural History, and of which the College is still entirely deficient.

7. Financial Position of the College.

The annexed copies of the accounts furnished by the Bursar, forming Appendix K, will show the financial position of the College for the year from 31st March, 1866, to 31st March, 1867.

8. Conduct and Discipline of the Students.

I have to report that during the past Session the conduct of the Students in Cork College has been very satisfactory. But one case of serious breach of discipline (copying at an examination) occurred, which was suitably punished by the College Council. The Report of the Vice-President on Discipline, and the Return of Punishments from the Registrar are annexed, forming Appendix L, Nos. 1 and 2. In regard to the Moral and Religious conduct of the Students, I have the honour to submit the Reports of the Deans of Residences, forming Appendix L, Nos. 3 and 4.

With respect to the proportions of the several religious denominations among the Students newly entered, the following Table gives the numbers for the last and the current Sessions:—

Religious Denominations.	1865–66.			1866–67.		
	Matriculated.	Non-Matriculated.	Total.	Matriculated.	Non-Matriculated.	Total.
Roman Catholic, . . .	27	6	33	30	7	37
Established Church, . .	28	4	32	24	9	33
Presbyterian, . . .	1	–	1	2	–	2
Wesleyan, ...	2	–	2	2	–	2
Other Minor Denominations,	7	–	7	2	–	2
Totals, . . .	65	10	75	60	16	76

The following Table gives the religious denominations of all the Students now in attendance at Queen's College, Cork (Session, 1866–67), to 31st March, 1867:—

Religious Denominations.	Matriculated.	Non-Matriculated.	Total.
Roman Catholics, . .	101	7	108
Established Church, .	97	9	106
Presbyterian, . .	7	–	7
Wesleyan, . . .	6	–	6
Other Minor Denominations,	3	–	3
Total, . . .	214	16	230

9. IN REFERENCE TO THE GENERAL PROGRESS OF THE COLLEGE THE SUBJOINED TABLES WILL EXHIBIT THE NUMBERS WHO ENTERED IN EACH YEAR SINCE THE OPENING OF THE COLLEGE; THE TOTAL NUMBERS WHO ATTENDED IN EACH SESSION, AND THE PROPORTIONS OF EACH OF THE RELIGIOUS DENOMINATIONS.

No. 1.—TABLE showing the NUMBERS and RELIGIOUS DENOMINATIONS of the NEW STUDENTS who entered Queen's College, Cork, in each Session from its first opening to the present date.

SESSIONS.	Matriculated.	Non-Matriculated.	Totals.	Roman Catholics.	Established Church.	Wesleyans.	Presbyterians.	Other Denominations.	Totals.
1849-50, . .	70	45	115	62	43	7	2	1	115
1850-51, . .	61	38	99	58	32	6	2	1	99
1851-52, . .	36	32	68	36	26	3	2	1	68
1852-53, . .	35	21	56	30	20	3	2	1	56
1853-54, . .	38	25	63	34	23	3	2	1	63
1854-55, . .	41	22	63	38	21	4	–	–	63
1855-56, . .	64	13	77	38	32	5	1	1	77
1856-57, . .	38	25	63	28	27	4	2	2	63
1857-58, . .	33	32*	65	30	28	2	3	2	65
1858-59, . .	44	24	68	31	29	3	3	2	68
1859-60, . .	60	27	87	45	36	2	3	1	87
1860-61, . .	72	30	102	49	46	1	4	2	102
1861-62, . .	89	18	107	47	51	3	3	3	107
1862-63, . .	61	20	81	33	40	3	4	1	81
1863-64, . .	96	19	115	52	47	6	6	4	115
1864-65, . .	76	14	90	42	42	4	–	2	90
1865-66, . .	65	12	77	34	33	2	1	7	77
1866-67, . .	60	16	76	37	33	2	2	2	76
Totals, .	1,039	433	1,472	724	609	63	42	34	1,472

* See note to following Table.

No. 2.—TABLE showing the TOTAL NUMBERS and RELIGIOUS DENOMINATIONS of STUDENTS attending the Queen's College, Cork, in each Session from its first opening to the present date.

SESSIONS.	Matriculated.	Non-Matriculated.	Totals.	Roman Catholics.	Established Church.	Wesleyans.	Presbyterians.	Other Denominations.	Totals.
1849-50, . .	70	45	115	62	43	7	2	1	115
1850-51, . .	118	38	156	86	55	10	3	2	156
1851-52, . .	117	32	149	81	57	7	2	2	149
1852-53, . .	109	21	130	68	46	7	3	6	130
1853-54, . .	115	25	140	80	46	10	2	2	140
1854-55, . .	122	22	144	73	60	8	2	1	144
1855-56, . .	149	13	162	83	67	6	3	3	162
1856-57, . .	139	25	164	72	70	11	6	5	164
1857-58, . .	125	32*	157	71	69	7	6	4	157
1858-59, . .	125	24	149	69	64	6	4	6	149
1859-60, . .	144	27	171	85	68	8	5	5	171
1860-61, . .	173	30	203	98	93	8	2	2	203
1861-62, . .	211	18	229	98	111	7	7	6	229
1862-63, . .	219	20	239	96	121	11	8	3	239
1863-64, . .	241	19	260	121	106	12	12	9	260
1864-65, . .	249	14	263	129	114	12	6	2	263
1865-66, . .	223	12	235	108	107	9	4	7	235
1866-67, . .	214	16	230	108	106	7	6	3	230
Totals, .	2,863	433	3,296	1,588	1,403	153	83	69	3,296

* As the College Statutes do not direct any entry of the Religions of the Non-Matriculated Students, no official record of such was kept until 1857-58. It was known, however, that the relative proportions did not differ from those of the Matriculated Students, and they have been taken as the same for the previous years.

10. TRIENNIAL VISITATION OF QUEEN'S COLLEGE, CORK.

The Triennial Visitation of Queen's College, Cork, was held on April 12th, 1867, which date, although, strictly speaking, beyond the period to which this Report belongs, viz., 31st March, yet, as the object of the Visitation was to examine into the Condition and Progress of the College during the three preceding Sessions, the record of its proceedings may most appropriately be given here. The visitors who attended were the Right Honorable Maziere Brady, Vice-Chancellor of the Queen's University in Ireland, and the Right Rev. the Lord Bishop of Killaloe. There was no business to come before the visitors except the formal inquiries as to the state of the College; but the visitors received from the College Council a statement of the great want of additional accommodation for the literary and legal Professors, and approved and countersigned the application to the Board of Works to have such want supplied.

The visitors also heard from the Rev. Mr. Webster some explanations as to his position and functions as Dean of Residences for Students of the Established Church. The report of the proceedings of the Visitation are given in the Appendix M.

Signed,

ROBERT KANE,

President of Queen's College, Cork.

Queen's College, Cork, 14*th May,* 1867.

APPENDIX.

APPENDIX A.

Appendix A.

General Regulations of College, &c.

GENERAL REGULATIONS of the COLLEGE.—LIST of OFFICERS.—PROGRAMME of COURSES for MATRICULATION and SCHOLARSHIP.—HOURS of LECTURE.—SPECIAL COURSES for COMPETITIVE EXAMINATIONS and for the PUBLIC SERVICE.—UNIVERSITY EXAMINATIONS, &c.

QUEEN'S UNIVERSITY IN IRELAND—QUEEN'S COLLEGE, CORK.

Faculties of Arts, Medicine, and Law.—Session 1865–66.

President—SIR ROBERT KANE, F.R.S., M.R.I.A.

Vice-President—JOHN RYALL, LL.D.

Professors.

The Greek Language,	JOHN RYALL, LL.D.
The Latin Language,	BUNNELL LEWIS, A.M., F.S.A.
Mathematics,	ROBERT ROMER, B.A.
Natural Philosophy,	J. ENGLAND, A.M.
History and English Literature,	WILLIAM RUSHTON, A.M.
Logic and Metaphysics,	GEORGE SIDNEY READ, A.M.
Chemistry,	JOHN BLYTH, M.D.
Natural History,	JOSEPH REAY GREENE, A.B.
Geology and Mineralogy,	ROBERT HARKNESS, F.R.S.S.L. & E., F.G.S.
Modern Languages,	RAYMOND DE VERICOUR, D. ès. L.
Jurisprudence and Political Economy,	RICHARD HORNER MILLS, A.M.
English Law,	MICHAEL BARRY, M.R.I.A.
Anatomy and Physiology,	J. HENRY CORBETT, M.D., L.R.C.S.I.
Medicine,	DENIS C. O'CONNOR, A.B., M.D.
Surgery,	WILLIAM K. TANNER, M.D.
Materia Medica,	PURCELL O'LEARY, B. ès L., A.M., M.D., F.B.S.
Midwifery,	JOSHUA R. HARVEY, A.B., M.D.
Engineering,	ALEXANDER JACK, A.M.
Celtic Languages,	OWEN CONNELLAN, Esq.
Agriculture,	EDMUND MURPHY, A.B.

Officers.

Registrar,	ROBERT JOHN KENNY, Esq.
Bursar,	EDWARD M. FITZGERALD, Esq.
Librarian,	MATTHIAS O'KEEFFE, A.M., M.D.

The College Session, 1865–66.

The *First Term* will commence on the 17th of October, 1865, and end on the 23rd of December.

The *Second Term* will commence on the 8th of January, 1866, and end on the 24th of March.*

The *Third Term* will commence on the 9th of April, 1866, and end with the Session, on the 9th of June.

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* The Easter recess for the Medical Faculty will commence on the Tuesday before Easter and end on Easter Monday.

Appendix A.

General Regulations of College, &c.

SUBJECTS OF THE MATRICULATION EXAMINATIONS.

For the Faculties of Arts, Medicine, and Law.

Greek:

Grammar.

Any one of the following Authors which the Candidate may select:—

Homer—Iliad, Books I. and II.
Xenophon—Anabasis, Books I. and II.
Lucian—Walker's Selections.

Latin:

Any one of the following Authors which the Candidate may select:—

Virgil—Æneid, Books I. and II.
Sallust—Conspiracy of Catiline.
Cæsar—Gallic War, Book I.

English:

Grammar—

(1.) The principles of Etymology and Orthography.
(2.) The leading Rules of Syntax.

Composition, and writing from dictation.
Outlines of Grecian History to the death of Alexander the Great.
Outlines of Roman History to the accession of Augustus.
Outlines of Ancient and Modern Geography.

Mathematics:

Arithmetic—Principles of Notation. Vulgar and Decimal Fractions. Definition of the terms, Ratio and Proportion. The Rule of Proportion, with its commercial applications, including Simple Interest.

Algebra—Explanation of the signs and meaning of an Index. Calculation of the values of Algebraical Expressions, when particular values are given to the letters which they involve.

Euclid—Book I., with the definitions and axioms.

N.B.—The Easter Recess for the Medical Faculty will commence on the Tuesday before Easter, and end on Easter Monday.

For the Department of Civil Engineering.

The outlines of Modern Geography; Grammar.

Mathematics—Arithmetic, Principles of Notation, Vulgar and Decimal Fractions, with the reasons of the different rules. Rule of Proportion, with its commercial applications; Extraction of the Square Root, both of whole numbers and decimals.

Algebra—Explanation of the signs and meaning of an Index, calculation of the value of Algebraic expressions, when particular values are given to the letters which they involve.

Euclid—Books I., II., III., IV., and VI., with the definitions of Book V.

For the Department of Agriculture.

The English Language:

Grammar and Composition.

Mathematics:

First Four Rules of Arithmetic. Proportion. Vulgar and Decimal Fractions. Extraction of the Square Root.

Modern Geography.

MATRICULATED STUDENTS.

Persons intending to become *Matriculated* Students of the College, in any of the Faculties or Departments of Faculty, are required to pass the Matriculation Examination, whereby they are declared competent to pursue the course of study prescribed to Students in that Faculty or Department of Faculty, and, on completing this course, are entitled to become Candidates for the Degrees or Diplomas granted by the Queen's University in Ireland.

The Examination for the MATRICULATION *of Students in the several Faculties*

Appendix A

and Departments of Faculty, will commence at Ten o'clock, on Tuesday, the 17th of October, 1865.

General Regulations of College, &c.

Candidates for Matriculation are required to forward their names to the Registrar of the College, and to state the Faculty or Department of Faculty for which they propose to Matriculate, at least *three days* before the commencement of Matriculation Examinations.

Each Candidate, before being admitted to the Matriculation Examination, is required to pay the Bursar of the College the *College Fees* for the year, amounting to 10*s.* for each Faculty or Department of Faculty. These fees will be returned to such Candidates as may fail in passing the Matriculation Examination.

After passing the Matriculation Examination, and before receiving a Certificate thereof, or joining the several Classes, each Student is required to pay the Bursar of the College the whole of the *Class Fees* for the Session.

The Lectures in Arts, Engineering, and Agriculture commence October 23rd, and those in Medicine, November 2nd.

One moiety of the *Class Fees* for the Session is returned to Junior Scholars; but this exemption is not to extend to the Fees of any Honor Lectures attended by them out of the order of studies laid down in the Curriculum.

In order to encourage the study of French by Candidates for Matriculation, a prize of £5 will be offered for competition in that language, to such Students as, at the opening of Session 1865-66, shall have passed the Matriculation Examination for the first time.

Matriculated Students are required to wear an academic dress.

In May and June are held General Examinations in the subjects lectured upon during the Session; and a sum of One Hundred Pounds is awarded in Prizes to the most distinguished Students.

Students who have pursued part of their studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, are permitted, on passing the prescribed Examinations, to take corresponding rank in this College, and also to compete for Scholarships of the corresponding year; providing they shall not hold at the same time a Scholarship or other office of emolument in any University or College of a University.

UNIVERSITY PRIZES.

Two Prizes for English Prose Composition, and two for Geometry, have been founded in each of the Queen's Colleges, to be awarded annually at entrance—First Prize for English Prose Composition, £3 worth of Books; Second ditto, £2 worth of Books. First Prize for Geometry,* £3 worth of Books; Second ditto, £2 worth of Books.

NON-MATRICULATED STUDENTS.

Gentlemen who do not propose, or are not prepared, to Matriculate, but who wish to avail themselves, in other respects, of the advantages offered by the College, are permitted to attend the Professors' Lectures, without passing any of the Examinations, on paying to the Bursar the regulated Class Fees, amounting generally to £2 for each course, and College Fee of 5*s.* for the Session; but they cannot become Candidates for Scholarships or Prizes, or enjoy the other privileges of Matriculated Students. They are, however, entitled to the use of the Library, on subscribing the Library Regulations, and paying a fee of 15*s.* for each Session; and the Professors are authorized to recommend to the Council to grant Certificates of Honor to the most distinguished of them in their respective Classes.

EAST INDIA CIVIL SERVICE.

The attention of parents and guardians is directed to the new arrangements for the East India Civil Service; according to which Writerships are open to competition at Examinations prescribed by the Board of Control. The course

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* 1st, 2nd, 3rd, 4th, and 6th Books of Euclid, with Deductions, together with the Definitions of the 5th Book.

Appendix A. — General Regulations of College, &c.

of Lectures in the Queen's College, Cork, are well adapted to prepare Candidates for this Examination, which includes the following branches of knowledge, their relative importance being indicated by the annexed scale of marks.

English Language and Literature:

Composition,	500
English Literature and History, including that of the Laws and Constitution,	1,000
	1,500
Language, Literature, and History of Greece,	750
" " " Rome,	750
" " " France,	375
" " " Germany,	375
" " " Italy,	375
Mathematics, pure and mixed,	1,250
Natural Sciences—that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy,	500
, No candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500) may be obtained by adequate proficiency in any three.	
Moral Sciences—that is, Logic, Mental, and Moral Philosophy,	500
Sanscrit Language and Literature,	375
Arabic Language and Literature,	375
	7,125

LIBRARY AND MUSEUM.

The Library and Museum are open, under certain regulations, to all the Students.

FACULTY OF ARTS.

LECTURES.

The Lectures of the several Professors in this Faculty will commence on Monday, the 23rd of October, 1865, except those on the "English Language" and on "Logic," which will not be delivered until the commencement of the Second Term.

SCHOLARSHIPS.

The Examinations for Scholarships will commence on Thursday, the 19th of October.* The College Council are empowered to confer, at these Examinations, Eight Senior Scholarships of the value of £40 each, and Forty-six Junior Scholarships, viz.:—Fifteen in Literature, and Fifteen in Science, of the value of £24 each; Eight in Medicine, value £25 each; Three in Law, and Five in Civil Engineering, of the value of £20 each—and if competent Candidates present themselves, these Scholarships will be awarded to the most deserving. The Scholarships are tenable for one year only, except the Second Year's Scholarships in Arts, which are tenable for two years, on condition that the Scholar shall pass with Honors the First University Examination, and shall attend during the third Session at least two of the Courses of Lectures prescribed by the University for attendance during that Session as a qualification for the Degree of B.A., and shall pass the Sessional Examinations in these subjects; but the Scholars of each year are, at its expiration, eligible to become Candidates for the Scholarships of the succeeding year. A Scholarship, however, of the same year in the same Faculty, cannot be held twice by the same Student.

The Scholarships of the first year are open to all Students of the respective Faculties who have passed the Matriculation Examination. Those of the second

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* See Programme of Scholarship Examinations, page 15.

Appendix A.

General Regulations of College, &c.

and fourth years in Arts, and those of second, third, and fourth years in Medicine and Law, and of the second and third in Engineering, are open to all Students who have passed the Examinations, and attended the Lectures prescribed in the preceding part of their Course of Study.

If any Student be placed, at the Examination for Junior Literary and Science Scholarships, first on both the lists of Candidates, he will be entitled to a Scholarship of each Division; but in no other case will the same Student be permitted to hold two Scholarships.

No Student is entitled to become a Candidate for a Scholarship until he shall have paid the College and Class *Fees for the current Session. To be paid on or before the day previous to the Examination.*

The Scholarship endowment is paid by Quarterly Instalments, and its tenure is dependent on the Scholar's performance (so far as required by the Council) of the duties prescribed by the Statutes. These duties are to take charge of the Class-Rolls, to Register the attendance of the Students, to assist the Professors, &c.

If the Scholar be not obedient to the orders of the Council, be removed from the College, or, by non-attendance on Lectures, fail to keep the terms required for promotion, he forfeits his Scholarship.

The Scholar in the Faculty of Medicine must attend during the year of his appointment the classes recommended for his year of study in the order of the following Curriculum:—

FIRST YEAR.

Anatomy and Physiology.
Chemistry.
French or German.
Natural Philosophy.
Zoology and Botany.

SECOND YEAR.

Anatomy and Physiology.
Materia Medica.
Practical Anatomy.
Practical Chemistry.

THIRD YEAR.

Surgery.
Midwifery.
Practical Anatomy.

FOURTH YEAR.

Practice of Medicine.
Medical Jurisprudence.

JUNIOR SCHOLARSHIPS.

Subjects of Examination for Literary Scholarships of the First Year.

The Greek Language:

Homer—The Iliad, Books I., II., III., IV., V.; and VI.
Euripides—The Medea.
Herodotus—The Second Book.
Xenophon—The Anabasis, Books I., II., III.
Lucian—Walker's Selections.
Greek Prose—Re-translation of short sentences from English into Greek.

The Latin Language:

Virgil—First Six Books of the Æneid, the Georgics.
Horace—First Two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute, De Amicitiâ.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translation from English into Latin, of portions of Cicero.
N.B.—The Examination in Greek and Latin will be conducted partly *vivâ voce*, and partly by printed questions.

The English Language:

Original Essays on subjects proposed by the Examiner. The Principles of English Grammar. The Laws of Etymology and Orthography. Craik's Outlines of the History of the English Language.

History and Geography:

Grecian History to the Death of Alexander the Great.
Roman History to the Accession of Augustus.
Outlines of Ancient and Modern Geography.

Subjects of Examination for Literary Scholarships of the Second and Third Years.

The Greek Language:

Homer—Iliad, Odyssey, Books XII. to XVIII. inclusive.
Herodotus—Book VII.
Euripides—Ion.
Demosthenes—Olynthiac Orations.
Composition in prose and verse. Greek Literature and History. Ancient Geography.

The Latin Language:

Virgil—Eclogues and Æneid.
Horace.
Terence—Andria.
Cicero—Tusculan Disputations.
De Oratore.
Juvenal—Satires, I., III., VIII., X., XIII., XIV.
Livy—Book IV.
Tacitus—Histories, Book I.
Composition in prose and verse.

The English Language:

Craik's Outliness of the History of the English Language.
History of English Literature. Text Book, Chambers' Cyclopædia of English Literature. Vol. I., pp. 85–145.
Shakspeare's Julius Cæsar.
" Macbeth.

The French Language:

Moliere—L'Avare; Le Misanthrope.
Lafontaine—Fables.
Demogeot—Histoire de la Littérature Français.
Translation from English into French.

Subjects of Examination for Science Scholarships of the First Year.

Arithmetic:
Mensuration of rectilineal figures and of the circle.

Algebra:
The Solution of Simple and Quadratic Equations with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The nature of Logarithms.

Euclid:
Books I., II., III., and IV., with deductions.

Trigonometry:
Definitions of the Sine, Tangent, &c., of an angle. The easier analytical formulæ. The Solution of Plane Triangles, with demonstrations. Nature and Use of the Tables.

Subjects of Examination for Science Scholarships of the Second and Third Years.

The Higher Arithmetic, with Mensuration:

Algebra:
The Solution of Equations with one or more unknown quantities. Elimination. Theory and use of Logarithms. Theory of Equations. Binomial and Exponential Theorems. Compound Interest and Annuities.

Geometry:
Euclid, Books I., II., III., IV., VI., with deductions. Analytical Geometry.

Trigonometry:
The Solution of Plane Triangles, with demonstrations of the formulæ. Theorems relating to single arcs. Theorems relating to the sums and differences of arcs. Application to heights and distances.

Subjects of Examination for Engineering Scholarships of the First Year.

Arithmetic.
Mensuration:
Algebra:
Euclid:
Trigonometry:
} As for Science Scholarships of the First Year.

Appendix A.

General Regulations of College, &c.

Subjects of Examination for Engineering Scholarships of the Second Year.

Mathematics:

The same as for Science Scholarships of the Second Year, except that Spherical Trigonometry will be substituted for Analytical Geometry.

French:

Demogeot—Histoire de la Littérature Française.
Translation from English into French.

Chemistry:

Laws of Combination and Affinity—Preparation and Properties of the Chief Organic Substances—Metallurgic Operations—Mortars and Cements.

Geometrical Drawing:

Descriptive Geometry—Orthographic Projection—Isometric Projection—Perspective.

Subjects of Examination for Engineering Scholarship of the Third Year.

Mathematics:

Algebra—Theory of Equations and Methods of Approximation. Elimination. Summation of Series. Binomial and Exponential Theorems. Scales of Notation, &c.

Trigonometry—Plane and Spherical, with Astronomical applications.

Analytical Geometry, and Geometrical Conic Sections.

Differential Calculus—Involving demonstrations of the rules for differentiating Algebraic, Circular, and Exponential Functions, founded upon a clear statement of the nature of Limits and Definition of a Differential coefficient. Taylor's and Maclaurin's Theorems. Maxima and Minima. Criteria of the same, with proofs, Equation of Tangent, Normal, Evolute, &c.

Integral Calculus, including more particularly Rational Fractions, Binomial Differentials, Areas of Curves, Rectification of Curves, Cubature of Solids of Revolution.

Natural Philosophy:

Newth's Mechanics.
Ganôt—Traite de Physique—Books VI., VII., VIII., IX.

Geology and Mineralogy:

Civil Engineering:

Instruments used by the Civil Engineer. Their Adjustments and use. Surveying. Levelling.

SENIOR SCHOLARSHIPS.

Seven Senior Scholarships are appropriated to the Faculty of Arts, and one to that of Law, and will be conferred, by examination, on the most distinguished Students who shall have proceeded to the Degree of A.B., being Graduates in the Queen's University, of less than two years' standing, for proficiency in Special Departments of Study, viz.:—

One in Ancient Languages, Literature, and History of Ancient Greece and Rome.

One to Modern Languages, Literature, and History, viz., English Language, Literature, and Composition; European, and English History; the French Language, with German or Italian.

One to Mental and Social Science, viz., Logic, Metaphysics, and Political Economy.

One to Mathematics, viz., Pure Mathematics.

One to Natural Philosophy, viz., Experimental Physics, and Mixed Mathematics.

One to Chemistry, viz., Theoretical and Practical Chemistry.

One to Natural History, viz., Zoology and Botany, Geology, and Physical Geography.

One to Law.

Appendix A.

General Regulations of College, &c.

Subjects of Examination for the Senior Scholarships in the Greek and Latin Languages, and Ancient History.

The Greek Language:

Æschylus—Agamemnon.
Together with the Subjects for the Honor Examination at the University.
Composition in Attic Prose and Iambic Verse.
Greek Literature and History.

The Latin Language:

Virgil.
Horace.
Lucretius—Books I., II.
Ovid—Fasti. Book I.
Persius.
Plautus—Capteivei & Miles Gloriosus.
Terence—Phormio and Andria.

Cicero—De Oratore.
Tusculan Disputations.
Ad Atticum, Books I., II.
Actiones Verrinæ.
Livy—Books IV. and XXII.
Tacitus—The Annals, Books I. to IV., inclusive.

Composition in Prose and Verse.

For Senior Scholarships in Modern Languages and History.

The French Language:

Lavallée—Histoire des Français.
Histoire de la Littérature Française, par Demogeot ou Nisard.

The German Language:

National Literature, von A. F. Vilmar.
Schiller's Maria Stuart.
Göethe's Iphigenie.

Translation from English into one of the above Languages.

English:

Language, Literature, and Composition.

History—Hallam's Middle Ages.
Chap. II., Part 1, The Feudal System.
Chap. VIII., Part 1, The Anglo-Saxon Constitution.
Chap. VIII., Part 2, The Anglo-Norman Constitution.
Chap. VIII., Part 3, The English Constitution.

The Italian Language:

Tasso—Gerusalemme Liberata—first five Cantos.
Dante's Inferno—Italian Literature, published by Messrs. Chambers.

Translation from English into French, German, or Italian.

For the Senior Scholarship in Mathematics.

The subjects of previous Examinations (for which see page 16), with the following additions:—

Analytical Geometry of Three Dimensions.
Differential Equations.

For the Senior Scholarship in Natural Philosophy.

Duhamel—Mécanique.
Brinkley—Elements of Astronomy, including the Appendix.
Lloyd—Lectures on Wave Theory of Light.
Ganòt—Traite de Physique.

For the Senior Scholarship in Mental and Social Sciences.

The subjects discussed in the Lectures of the Professors, with the following additions:—

Metaphysics and Logic:

Sir William Hamilton's Philosophical Essays and Notes on Reid.
Mill—System of Logic, Book III. to the end of Volume I.

Political Economy:

Principles of Political Economy, by John Stuart Mill.
Taxation and Funding, by M'Culloch—third edition, 1863.

The value attached to the subjects will be in the following proportions, viz.:—

Metaphysics and Logic, . . . 60
Political Economy, . . . 40

For the Senior Scholarship in Chemistry.

Chemical Physics (in Miller's Chemistry).

Inorganic Chemistry:

General principles of Chemical Philosophy. Crystallography. Chemistry of the Metals. Constitution of Salts. Metallurgy.

Organic Chemistry:

Ultimate analysis of Organic Bodies. Empirical and Rational formulæ. Determination of the density of Vapours. Law of Substitution. Homologous Series. Chemical Types. Gerhardt's Views. Preparation and Properties of the Alcohol Series and their Derivatives. Cyanogen, its Compounds and Derivatives. Organic Bases of Artificial Origin.

Practical Chemistry:

The Analysis of Mixtures, containing two or more Acids and Bases.

For the Senior Scholarship in Natural Science.

The Lectures of the Professors.
Huxley—Elements of Comparative Anatomy.
Mill's Logic, Book IV.
Lyell's Elements and Principles.

1. Course for the Degree of Bachelor of Arts.*

Candidates for the Degree of Bachelor of Arts are required—

1. To have been admitted Matriculated Students of one of the Colleges of the Queen's University in the Faculty of Arts.
2. To have subsequently studied in one of the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Degree of Bachelor of Arts shall extend over three Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

English (One Term).
Greek.
Latin.
A Modern Continental Language.
Mathematics (First Course).

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following:—

Greek (Second Course).
Latin (Second Course).
Modern Continental Languages (Second Course).
Mathematics (Second Course).

THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses shall, in all cases, be understood to include passing such examinations as may be appointed by the College Council, and the catechetical parts of the Courses of Lectures.

Candidates for the Degree of Bachelor of Arts shall reside at their respective Colleges during at least the first two terms of each Session, but may be exempted from residence during the third term by a special grace of the College Council.

Third year's Students may substitute attendance on one or on two Courses of Honor Lectures, for a like number of the Courses above set down for study in the third Session.

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* His Royal Highness the Commander-in-Chief has approved of Graduates of the Queen's University being in future exempted from the usual Examination for direct Commissions; and also of the First University Examination being accepted in lien of that for the Royal Military College, Sandhurst.

Appendix A.

General Regulations of College, &c.

Candidates for the Degree of Bachelor in Arts shall pass two University Examinations—a Preliminary and a Degree Examination.

The Course for the Preliminary Examination shall include Greek, Latin, a Modern Continental Language, and Mathematical Science. Students who have completed their second Session must pass this Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have completed the Undergraduate Course, may offer themselves at the Degree Examination for graduation either with Honors or without Honors.

If they seek to graduate with Honors, they may select for their Examination any one of the following groups:—

Greek and Latin.
Modern Continental Languages.
Mathematical Science.
Experimental Science.
Natural Science.

Or Logic, with any two of the following:—

English Language and Literature.
Metaphysics.
History.
Political Economy.

Candidates who seek the Degree without Honors, may select for their Examination any group of the subjects from the following lists, provided the sum of the numbers attached in this list to the selected subjects be at least four:—

English Language and Literature,	2	Latin, ...	1
Mathematical Science, . .	2	Each Modern Continental Language,	1
Experimental Physics, . .	2	Logic, ...	1
Chemistry, ...	2	Metaphysics, . . .	1
Zoology, ...	1	History, ...	1
Botany, ...	1	Political Economy, . .	1
Greek, ...	1		

English Composition will form a part of all University Examinations.

2. COURSE FOR THE DEGREE OF MASTER IN ARTS.

Bachelors in Arts of one year's standing, may offer themselves for Examination for the Degree of Master in Arts, and may select for their Examination any one of the following groups:—

Greek and Latin.
Modern Continental Languages.
Mathematical Science.
Experimental Science.
Natural Science.

Or any three of the following:—

English Language and Literature.
Metaphysics.
History.
Political Economy.
Logic.

This Ordinance supersedes former Ordinances prescribing the curriculum for the Degree of Master in Arts.

3. COURSE FOR THE DIPLOMA OF LICENTIATE IN ARTS.

A Diploma conferring the title of Licentiate in Arts of the Queen's University in Ireland, shall be granted to Candidates who comply with the following regulations:—

Candidates for this Diploma are required—

1. To have Matriculated in one of the Colleges of the Queen's University.
2. To have pursued in one of the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examination herein prescribed.

Appendix A.

General Regulations of College, &c.

The Course for the Diploma of Licentiate in Arts shall extend over two Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

Two Languages, of which one may be English.
Mathematics.
Another Course on any subject in the annexed list.

SECOND SESSION.

Greek, Latin, or a Modern Continental Language.
Logic (One Term).
Natural Philosophy.
And two other Courses on subjects in the annexed list.

If any of the Courses, except that on Logic, extend over one Term only, some other Course from the annexed list must be attended as a supplement to it, but not necessarily in the same Session.

Credit will not be given for attending the same Course of Lectures a second time.

Attendance on the Courses shall, in all cases, be understood to include passing such Examinations as the College Council shall appoint, and the catechetical parts of the Courses of Lectures.

Candidates for the Diploma of Licentiate in Arts shall reside at their respective Colleges during at least the first two terms of each Session.

After having completed the above curriculum, Candidates for the Diploma shall pass a University Examination in Greek, Latin, or a Modern Continental Language; in Mathematical Science; and in two other subjects selected from the annexed list, viz.:—

The Mathematical Sciences.
The Experimental Sciences.
The Natural Sciences.
Geometrical Drawing.
Mensuration, Levelling, and Mapping.
Anatomy and Physiology.
English Language and Literature.
The Modern Continental Languages.
Greek.
Latin.
Logic.
Metaphysics.
History.
Political Economy.

English Composition will form a part of all University Examinations.

Licentiates in Arts who may desire to proceed to the Degree of Bachelor in Arts, may enter directly on the second Session in the Course for this Degree, provided they attend in it, instead of the usual curriculum, all the Courses prescribed for the first two years which they shall not have already attended in the curriculum for the Diploma of Licentiate.*

UNIVERSITY PRIZES.

University Exhibitions in the Faculty of Arts.

Three Exhibitions of £20 a year for three years, three Exhibitions of £15 a year for three years, and two Exhibitions of £10 a year for three years, will be competed for annually in the Faculty of Arts. The three £20 Exhibitions will be awarded to the Candidates who stand foremost in order of merit from each College, at the first University Examination in Arts; and the three £15 Exhibitions to the Candidates who stand second in order of merit from each College: provided that their names appear in the First Class of the Division List at that Examination. Of the two £10 Exhibitions, one will be awarded to the best answerer in Mathematical Science, and the other to the best answerer

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* NOTE.—Degrees in Arts, conferred by the Queen's University in Ireland, are recognised by the University of Durham, by St. Bee's College, Whitehaven, and by St. Aidan's College, Birkenhead, in the case of Theological Students preparing for Holy Orders in the Established Church.

Appendix A. General Regulations of College, &c.

in the Ancient Classics, at the first University Examination. The £10 Exhibitions are open to the competition of Candidates from all the Colleges, and may be held along with one of the larger Exhibitions.

Each Candidate will be deemed a Student of that College in which he shall have attended the Lectures of the second Session; and no Student will be admitted to the competition who shall have allowed more than one academic year to intervene between the time that he entered upon the studies of the second Session and the time of competition.

The first instalment of each Exhibition will be paid at the time of competition; the second when the Exhibitioner takes the Degree of B.A. in the Queen's University, provided he graduate with honors, and within two academic years; and the third when he takes the Degree of M.A. in the Queen's University, provided he obtain it within three academic years from the time of competition.

University Prizes in Composition, open to the Competition of Graduates and Undergraduates.

Two Prizes for English Prose Composition, one of £10 worth of Books, and the other of £5 worth of Books, have been founded, and are open to the competition of all members of the University who shall not have been graduates for more than three years at the time of competition, and who shall not have already twice obtained one or other of these Prizes.

University Prizes in Composition, open to the Competition of all Undergraduates.

Two Prizes in Composition, one for English Prose, the other for Greek or Latin Prose, and each consisting of £5 worth of Books, have been founded, and are open to the competition of all undergraduates, provided that neither the English nor the Classical Prize be awarded oftener than twice to any Student.

DIPLOMA IN ENGINEERING.

Each Candidate for the Diploma in Civil Engineering is required—

1. To have been admitted a Matriculated Student of the Queen's University in the Department of Civil Engineering.
2. To have studied in the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Diploma in Civil Engineering shall usually extend over Three Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

Mathematics (First Course).
Chemistry.
Modern Languages.
Geometrical Drawing.
Office Work.
Mineralogy, Geology, and Physical Geography.

SECOND SESSION.

Mathematics (Second Course).
Experimental Physics.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy, applied.
Mathematical Physics.
Civil and Mechanical Engineering.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these Courses shall in all cases be understood to include passing such Examinations as may be appointed by the College Council, as well as the catechetical parts of the Courses of the Lecture,

Appendix A.

General Regulations of College, &c.

Engineering Students shall reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of the order in which the subjects shall be studied will also be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Diploma after two years' residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the First and Second Session is deemed by the Council satisfactory. In such cases the Certificate of the Council will be accepted in lieu of attendances upon these Courses, but will not exempt Candidates from the University Examinations in them.

In order to obtain this Certificate, Students must have attended previously at least one Session in Arts, or one year in an Engineer's office. On making application to the Council, such Students will be allowed to present themselves, at the time of Matriculation, for examination in the subjects of any four of the eight Courses of Lectures of the first two years. On passing this Examination, they will be allowed to take rank at once as Students of the second year, and will then be required to attend those other four Courses of Lectures only, in the subjects of which they have not passed; but they will not be eligible for the Scholarship of that year.

The application to be admitted to this Examination must be lodged with the Registrar before the first day of the Session, and must state what are the four subjects in which the Students propose to offer themselves for Examination, and must be accompanied by a Certificate of the required attendance of one or more years in Arts or an Engineer's Office.

On passing the Sessional Examinations in the subjects of these four Courses of Lectures which they shall have attended as Students of the second year, they will be promoted to the rank of Students of the third year; and, on completing the regular Course of that year, will be furnished with the Certificate required by the Senate of the University.

The University Examinations shall extend to all the subjects of the above Curriculum. French will, in all cases, be required.

Candidates must present themselves before the close of their Collegiate Course for Examination in the following subjects, viz.:—Mathematics (*First Course*); Experimental Physics; Modern Languages; Geometrical Drawing (including Orthographic projection, Isometric projection, Descriptive Geometry, and Linear Perspective); Mathematics (*Second Course*); Mensuration, Levelling, and Mapping.

The final Examination shall extend to all the subjects of the Engineering Course, in which the Candidate shall not have previously passed. English Composition will form a part of each University Examination.

This Ordinance shall take effect from the first day of January, 1860; Students who shall have entered the Engineering Schools of the Colleges of Queen's University previously, may proceed either under the present Ordinance, or under that hitherto in force.

Exhibitions in the School of Engineering.

Two Exhibitions, one of £20 a year for two years, and the other of £15 a year for two years, will be competed for annually in the School of Engineering. These Exhibitions will be awarded at the first University Examination in Engineering: the £20 Exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated, and the £15 Exhibition to the Candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the Division List at that Examination.

Each Candidate will be deemed a Student of that College in which he shall have attended the Lectures of the second Session; and no Student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

Appendix A.
—
General Regulations of College, &c.

The first instalment of each Exhibition will be paid at the time of competition; the other when the Exhibitioner take the Diploma in Engineering of the Queen's University, provided that he takes honors with it, and obtain it within two academic years from the time of competition.

Faculty of Medicine.

Lectures, &c.

The Medical Session will be opened on Thursday, 2nd of November, 1865, and the Courses of Lectures will commence as under:—

Anatomy and Physiology—Thursday, 2nd November, at One o'clock, to be continued daily, except on Saturdays, at the same hour.

Practice of Medicine—Friday, 3rd November, at Three o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

Practice of Surgery—Friday, 3rd November, at Two o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

Materia Medica—Thursday, 2nd November, at Three o'clock, to be continued on Tuesdays and Thursdays, at the same hour; and on Saturdays, at Twelve o'clock.

Medical Jurisprudence—Thursday, 2nd November, at Twelve o'clock, to be continued on Tuesdays, Thursdays, and Fridays, at the same hour.

Midwifery—Thursday, 2nd November, at Four o'clock, to be continued on Mondays, Wednesdays, and Fridays, at the same hour.

The Course of Practical Anatomy will be conducted by the Professor of Anatomy and Physiology, assisted by Dr. Shinkwin and Dr. H. M. Jones, Demonstrators.

The Anatomical Demonstrations will commence on 2nd of November, and be continued daily at Twelve o'clock, except Saturdays.

Chemistry—Monday, Wednesday, and Friday.

Practical Chemistry—Monday, Tuesday, Wednesday, Thursday, and Friday.

Zoology and Botany—Monday, Wednesday, and Friday.

Natural Philosophy—Tuesdays and Thursdays.

Modern Languages—Monday, Wednesday, and Friday.

Subjects of Examination for Medical Scholarships of the First Year.

The Scholarships of the First year in the Faculty of Medicine will be awarded thus:—One to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Science Scholarships of the First year in Arts, and one to the Candidate who shall have most distinguished himself at the Examination in the course prescribed for Literary Scholarships of the First year in Arts. Candidates for these Scholarships shall have previously declared themselves, and have Matriculated as Medical Students. It is left to their option for which of them they will compete.

Subjects of Examination for Medical Scholarships of the Second Year.

Anatomy and Physiology.
Chemistry.
General Physics.
Zoology and Botany.
The French Language.

Subjects of Examination for Medical Scholarships of the Third Year.

Anatomy and Physiology.
Practical Anatomy.
Materia Medica.
Practical Chemistry.

Subjects of Examination for Medical Scholarships of the Fourth Year.

Anatomy and Physiology.
Practical Anatomy.
Therapeutics.
Pathology and Morbid Anatomy.
Surgery.
Midwifery.

Note.—The 18th of November will be the last day for entering for the Six Months' Courses of Lectures in the above Curriculum. All the Lectures are recognised by the Queen's University in Ireland, by the Universities of London, Glasgow, Aberdeen, and St. Andrew's; the Colleges of Surgeons of Dublin, Edinburgh, and London; by the Apothecaries' Companies, by the Army, Navy, and East India Medical Boards, &c., &c.

DEGREES OF M.D. AND M.CH.*

General Regulations of College, &c.

Each Candidate for the Degree of Doctor in Medicine or Master in Surgery is required—

1st.—To have passed in one of the Colleges of the Queen's University the Entrance Examination in Arts, and to have been admitted a Matriculated Student of the University.

2nd.—To have attended in one of the Queen's Colleges, Lectures on one Modern Continental Language for six months, and Lectures on Natural Philosophy for six months.

3rd.—To have also attended, in some one of the Queen's Colleges, at least two of the courses of Lectures marked with an asterisk. For the remainder of the courses, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

4th.—To pass two University Examinations—the First University Examination, and the Degree Examination.

The Curriculum shall extend over at least four years, and shall be divided into periods of at least two years each.

Candidates are recommended to pass the Matriculation Examination, prior to entering on the second period.

It is recommended that the first period shall comprise attendance on the following Courses of Medical Lectures :—

* Chemistry.
* Botany, with Herborizations for practical study, and Zoology.
* Anatomy and Physiology.
* Practical Anatomy.
* Materia Medica and Pharmacy.

And that the second period shall comprise attendance on the following Courses of Medical Lectures :—

Anatomy and Physiology (Second Course).
Practical Anatomy (Second Course).
* Theory and Practice of Surgery.
* Midwifery.
* Theory and Practice of Medicine.
* Medical Jurisprudence.

In addition to the above Courses of Lectures, Candidates shall have attended during either the first or second period—

A Modern Continental Language (in one of the Colleges of the University).
Experimental Physics (in one of the Colleges of the University).

Also, during the first period—

Practical Chemistry (in a recognised Laboratory).
Medico-Chirurgical Hospital (recognised by the Senate) containing at least sixty beds, together with the Clinical Lectures therein delivered, at least Two each Week—a Winter Session of Six Months.

And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the Clinical Lectures therein delivered—for a period of Three Months, in an Hospital containing not less than Thirty beds; or six Months, in an Hospital containing not less than Fifteen beds.
Medico-Chirurgical Hospital (recognised by the Senate) containing at least sixty beds, together with the Clinical Lectures therein delivered—Eighteen Months; including either three Winter Sessions of Six Months each. or two Winter Sessions of Six Months each, and two Summer Sessions of Three Months each.

Medical Examinations are held in June, and in September and October.

The June Examinations are Pass Examinations, and commence on the Tuesday following the Second Saturday in June.

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* The regulations under which degrees in Surgery will be conferred on Candidates who graduated in Medicine before the year 1865, may be learned on application to the Secretary of the Queen's University.

Appendix A.

General Regulations of College, &c.

The Honor Examinations commence on the last Tuesday in September, and are followed by Pass Examinations.

Each Candidate for Examination in June must forward to the Secretary, on or before the first of June, notice of his intention to offer himself as a Candidate, along with his Certificates; and each Candidate for Examination in September or October must forward similar notice, along with his certificates.

Exhibitions in the Faculty of Medicine.

Two exhibitions, one consisting of two instalments of £20 each, and the other of two instalments of £15 each, will be competed for annually in the Faculty of Medicine. These exhibitions will be awarded for proficiency in the non-professional part of the first University Examination in Medicine: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two colleges; provided that their names appear in the First Class of the Division List at that examination.

Each Candidate will be deemed a student of that College in which he shall have attended the Lectures of the second session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The exhibitions in Medicine will be paid in two equal instalments: one at the time of competition; the other when the exhibitioner takes the Degree of M.D. in the Queen's University, provided that he graduate with honors, and within three academic years from the time of competition.

Prize in Composition, limited to the Competition of Undergraduates in Medicine.

A prize of £5 worth of books has been founded, for a thesis on a subject to be prescribed, and is limited to the competition of the Undergraduates in Medicine who shall not have already twice received the prize.

The subjects on which the competitors for composition prizes are to write, will be announced on or before the first of June in each year; the compositions, with fictitious signatures, are to be sent in to the Secretary of the University, on or before the first of the following September, and the successful competitors will be declared at the next Public Meeting of the University.

Faculty of Law.

Lectures.

The complete Course for each Class consists of Twenty-four Lectures, by the Professor of English Law, in each Collegiate Session; and of Twenty-four Lectures in each course of the first two years, and Twelve in that of the fourth year, by the Professor of Jurisprudence. The Lectures are delivered in the months of December, February, and March.*

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* The following Rules were adopted by the Honorable Society of King's Inns, in Hilary Term, 1862, with reference to attendance on Lectures, as a condition precedent to being called to the Bar, viz.:—

V.—Every Student admitted into the Society after the first day of Trinity Term, One Thousand Eight Hundred and Fifty, if a Graduate of the University of Dublin, Oxford, Cambridge, Durham, or London, or the Queen's University in Ireland, shall, as a condition precedent to being called to the Bar, produce Certificates of his having attended two complete Courses *at least* of Lectures, viz.:—one complete Course of Lectures of any two, at his option, of the four Law Professors, namely, the Law Professors of the University of Dublin, and those of the King's Inns, and *at least* five-sixths of the Lectures of each Session or University Term; or if a Graduate in Arts of the Queen's University in Ireland, shall have the option of producing Certificates of having attended two complete Courses, at least, of Lectures of each of the two Law Professors of any College of the Queen's University, comprising not less than thirty-six Lectures, and at least five-sixths of the

LAW SCHOLARSHIPS.

Examination by the Professor of Jurisprudence.

First Year:

Reddie's Inquiries in the Science of Law.
Adam Smith's Wealth of Nations—Book III.
Hallam's Middle Ages—Chap. 8.

Second Year:

The Lectures of the Professor in the First Year (see note).
Sandar's Institutes of Justinian—Introduction.
The Chapters on Social Science in J. S. MILL's Logic—Book VI., Chap. 6, to end of the Book.

Third Year:

Ancient Law, by H. S. Maine (omitting latter part of chap. 9, from p. 340).
Sandar's Justinian, and the Lectures of the Professor, in the first and second year.

NOTE.—The following works may be referred to in connexion with the principal subjects discussed in the Lectures on Jurisprudence:—

Dumont's Bentham (translation by Hildreth), "Principles of Legislation," and 1st and 2nd parts of the "Principles of the Civil Code."
Stephens' "Criminal Law."
Mill's "Political Economy"—Chapters on Property, 1 and 2, Book II., and on the Functions of Government, 8, 9, 10, 11, Book V.
Mill's "Representative Government."

Examination by the Professor of English Law.

First Year:

Williams—Principles of the Law of Real Property.

Second Year:

The Lectures of the Professor for the preceding years.
Smith—Manual of Equity Jurisprudence.
Williams—Principles of the Law of Personal Property.
Smith—On Contracts.

Third Year:

The Lectures of the Professor for the preceding years.
Smith—Leading cases on branches of the Law.
Storey—Equity Jurisprudence.

Lectures of each Course, and of having passed the Examinations, in the College to which he belongs, on the subjects of the aforesaid two Courses of Lectures, provided that the curriculum prescribed by the said two Courses of Lectures shall embrace all that is contained in the Course now prescribed by the Professors of the King's Inns, or as the same may be from time to time varied by any rules of the Benchers.

VI.—Every Student admitted into the Society after the above date (if not a Graduate of one of the said Universities), shall, as a condition precedent to being called to the Bar, produce Certificates of his having attended four Courses of Lectures, viz.:—One Course of the Lectures of each of the said four Professors, and, *at least*, five-sixths of the Lectures of each Session, or University Term, in such manner, however, that every such Student shall be engaged not less than three years in the study of the Law in Ireland, exclusive of the two years necessary for keeping Terms in England; in every one of which three years, one complete Course of Lectures must be kept; any Student who shall produce Certificates of his having attended during three years the Courses of Lectures delivered by the Professors of English Law and of Jurisprudence, in one of the Colleges of the Queen's University, and of his having passed the General Examinations in such College on the subjects so Lectured on, shall be deemed entitled to such and the same privileges, in respect to his being called to the Bar, as if he had actually attended One Course of the Lectures of each of the two Law Professors of the University of Dublin, and had been engaged for two years in such attendance; but this rule and the preceding one are not intended to affect the number of Terms' Commons required by the present Rules of the Society, to be kept by Students of the King's Inns, prior to being called to the Bar.

VII.—If from illness, or other sufficient cause, any Student should be prevented from completing any Course of Lectures necessary towards being called to the Bar, the Legal Education Committee have power to direct what further attendance, if any, shall be sufficient in such case.—*Rules as to Legal Education, No. 3.*

Appendix A.
——
General Regulations of College, &c.

The Senior Law Scholarship will be awarded to the most distinguished Student who shall have proceeded in the Course of Arts to the Degree of A.B., and who shall have completed the Course of Legal Study prescribed to Candidates for the Degree of LL.B.

For the Senior Scholarship in Law.

The Lectures of the Professors and subjects appointed for Scholarship Examination in the preceding years.
Sugden—The Law of Vendors and Purchasers.
Furlong—Law of Landlord and Tenant.
Taylor—Treatise on the Law of Evidence.
Stephen—Treatise on the Principles of Pleading.
Hallam—Constitutional History.
May's Constitutional Law.

DEGREES IN LAW.

Candidates for the Diploma of Elementary Law must have passed a Matriculation Examination* (see page 12), and pursued the following

Course of Study for the Diploma of Elementary Law.

First Session—Law of Property and Principles of Conveyancing—Jurisprudence.
The Course of the Professor of English Law for the Class of the First Year, "The Law of Real Property," comprises Elementary Instruction in this branch of Law, and in practical Conveyancing. The text-book read is Williams on "Real Property." The first volume of Stephens' edition of Blackstone's Commentaries, and the second volume of Kerr's edition, are recommended for perusal.

Second Session—Equity and Bankruptcy—Civil Law.
The Course of the Professor of English Law for the Class of the Second Year, "The Law of Personal Property," Equity, and "Bankruptcy," comprise instructions in those branches of law, and in the practical application of Precedents, &c. The text-books read are Williams on "Personal Property," Smith's "Manual of Equity," "The late Statute of Bankruptcy and Insolvency," by Adams. The second volume of Stephens' and Kerr's editions of Blackstone's Commentaries, and Smith's "Mercantile Law," are recommended for perusal.

Third Session—Common and Criminal Law.
The Course of the Professor of English Law for the Class of the Third Year, "Common and Criminal Law," comprises the History, Constitution, and Jurisdiction of the several Courts of Justice; Procedure in Crown and Civil Causes at Law and in Equity, as also in the Local Courts. The text-books are the third and fourth volumes of Blackstone's Commentaries, Stephens' and Kerr's editions, Broom's "Common Law," Broom's "Maxims," Smith's "Leading Cases," and Copinger's "County Courts," are recommended for perusal.

Students intending to proceed for the certificate of the Law Professors, so as to entitle themselves to serve an apprenticeship of four years instead of five, under the Act for amending the several Acts for the regulation of Attorneys and Solicitors (14 and 15 Vict., chap. 88), must enter their names with the Registrar of one of the Queen's Colleges of Cork, Belfast, and Galway, and pay the necessary College and Class Fees to the Bursar before the commencement of the Law Lectures in each Session.

Such Students need not pass the Matriculation Examination, but must attend the Lectures, and pass the College Examinations prescribed for the first and

* NOTE.—It will be sufficient for such Candidate to have passed his Examination at *any* time previous to applying for the Diploma. By the Act of Parliament, 14 and 15 Vic., cap. 88, it is provided, that every person who, as a Matriculated or Non-Matriculated Student, shall have attended the prescribed Lectures, and passed the prescribed Examinations of the Professors of the Faculty of Law for two Collegiate years, and who shall have duly served as an apprentice or clerk by contract in writing, duly stamped at or before the signing thereof, or within six months after, for the term of four years, shall, at any time after the expiration of five years from the commencement of such attendance on Lectures, or of such a period of service, whichever shall first happen, be qualified to be admitted as an Attorney or Solicitor as fully and effectually as any person having been bound, and having served five years is now qualified to be admitted. See also the same Act for the privileges extended to Graduates of the Queen's University, respecting admission to the profession of Attorney or Solicitor.

Appendix A.

General Regulation of College, &c.

second years, of the course of study for Candidates for the Diploma in Elementary Law.

Candidates for the Degree of LL.B. will be admitted to Examination for that Degree from the Queen's University in Ireland, provided they shall have proceeded to the Degree of A.B., and shall have attended the Lectures and passed the Examinations prescribed for the Elementary Course, and shall also have pursued the following

Additional Course of Study for the Degree of LL.B.

Fourth Session.—A more extended Course of Study in the subjects appointed for the Diploma.—The Law of Evidence and Pleading in the Courts of Common Law and Equity, and Constitutional Law.

Students who have obtained the Degree of LL.B. will, at the expiration of two years after they have obtained the Degree, be admitted to the Examination for the Degree of LL.D. They are examined in the Laws of the Admiralty and Ecclesiastical Courts of England and Ireland, and in International Law.

Books recommended:

Lord Hale's Treatise, De Jura Maris.
Dr. FitzHenry Townsend's statement of the differences in Jurisdiction and Practice between the English and Irish Courts of Admiralty, annexed to the Report of the Royal Commission of Inquiry, 1864.
Rogers' Ecclesiastical Law.
Wheaton's International Law.
'Historicus,' Letters of, on International Law.

PROGRAMME OF THE TIMES AND SUBJECTS OF THE SCHOLARSHIP EXAMINATIONS FOR THE SESSION 1865–66.

Examination Days.	From 9 to 12 o'clock.	From 2 to 5 o'clock.
Thursday, October 19th,	Greek. Geometrical Drawing.	Greek.
Friday, October 20th, .	Latin.	Mathematics.
Saturday, October 21st,	Modern Languages.	Pathology. Latin.
Monday, October 23rd,	Materia Medica. Therapeutics. English Language.	Zoology and Botany. Practical Anatomy.
Tuesday, October 24th,	English Literature.	Anatomy and Physiology.
Wednesday, Oct. 25th,	Surveying, &c. Surgery.	Practical Chemistry.
Thursday, October 26th,	Political Economy. Jurisprudence. Civil Law.	English Law. Midwifery.
Friday, October 27th, .	Logic. Metaphysics,	History. Chemistry.
Saturday, October 28th,	Natural Philosophy.	Geology and Mineralogy.

General Regulations of College, &c.

TABLE OF HOURS OF LECTURE.

Name of the Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Senior Greek,	9	9	10	–	9	–
Junior Greek,	10	–	9	9	10	–
Extra Greek,	–	10	–	10	–	–
Senior Latin,	10	–	9	–	10	–
Junior Latin,	9	10	10	10	–	–
Extra Latin,	–	11	–	11	–	–
English Language,	–	11	–	11	–	10
English Literature,	–	12	–	12	–	11
History,	1	–	1	–	1	–
Medical French,	12	–	12	–	12	–
Senior French (*Arts and Engineering*),	1	–	1	–	1	–
Junior French (*Arts and Engineering*),	2	–	2	–	2	–
German or Italian,	–	2	–	2	–	2
Celtic Languages,	12	–	12	–	12	–
Logic,	–	12	–	12	–	9
Metaphysics,	–	1	–	1	–	10
Political Economy and Jurisprudence,	–	11	11	11	11	–
Senior Mathematics,	2	–	2	–	2	–
Junior Mathematics,	12	–	12	–	12	–
Third Year's Mathematics,	3	–	3	–	3	–
Mathematical Physics,	–	–	12	–	12	–
Mathematical Physics (*Engineering*),	1	–	–	1	–	–
Experimental Physics, Senior,	11	–	11	–	11	–
Experimental Physics, Junior,	–	11	–	11	–	–
Engineering Physics,	–	1	–	–	1	–
Physics (Honor),	12	–	–	12	–	–
Chemistry,	11	–	11	–	11	–
Practical Chemistry,	3	11	3	11	3	–
Practical Chemistry,	–	2	–	2	–	–
Zoology and Botany,	3	–	3	–	3	–
History and Diseases of Farm Animals,	–	9	–	9	–	9
Geology and Mineralogy,	1	–	1	–	1	–
Senior Engineering,	12	–	12	–	12	–
Junior Engineering,	–	10	–	10	–	10
Geometrical Drawing,	10	–	10	–	10	–
Office Work (10 till 2),	–	10	–	10	–	10
Senior Agriculture,	–	10	–	10	–	10
Junior Agriculture,	–	1	–	1	–	1
Anatomy and Physiology,	1	1	1	1	1	–
Practical Anatomy,	12	12	12	12	12	–
Medicine,	3	–	3	–	3	–
Surgery,	2	–	2	–	2	–
Materia Medica,	–	3	–	3	–	12
Midwifery,	4	–	4	–	4	–
Medical Jurisprudence,	–	12	–	12	12	–
English Law (1st year),	–	11	11	11	11	–
English Law (2nd year),	–	3	3	3	3	–
English Law (3rd year),	–	9	9	9	9	–
English Law (4th year),	–	12	12	12	12	–
Jurisprudence,	–	1	1	1	1	–
Civil Law,	–	4	4	4	4	–
Constitutional and International Law,	–	10	10	10	10	–

The Fees payable by Students, whether Matriculated or Non-matriculated, to the several Professors, for attendance on the several Pass Courses of Lectures or instruction, which are now or may be hereafter prescribed by the College Council, for any Degree or other University distinction, shall be £1 for each Course extending over one Term only, and £2 for each Course extending over more than one Term of a Session, when attended for the first time, and £1 for each re-attendance on the same; except that the Fee payable for the Course of Anatomy and Physiology shall be £3 when attended for the first time, and £2 for every subsequent attendance; except also, that the Fee payable for Practical Anatomy or Practical Chemistry, shall be £3 for each attendance.

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In the case of Students receiving special instructions, not prescribed as a qualification for a Degree or other University distinction, or attending Honor Courses of Lectures, the Council shall have power to fix the amount of the Fee to be paid by each Student; provided that the Fee to be paid for any Honor Course of Lectures which Students are entitled to substitute for a prescribed Pass Course, shall, in no case, be less than £2.

Hospital Attendance.—Clinical Lectures on Medicine and Surgery are delivered at the North and South Infirmaries, by the Physicians and Surgeons of those Institutions.

	£	s.	d.
Fee for twelve months,	8	8	0
Fee for six months,	5	5	0
Practical Pharmacy at the same Infirmaries:			
Fee for three months,	3	3	0
Clinical Midwifery at the Lying-in Hospital, with Practical Attendance upon Thirty Midwifery cases:			
Fee for six months,	3	3	0

Further information may be had from the Medical Officers at the Infirmaries.

APPENDIX.

Outlines of the Courses of Lectures delivered by the Professors of the Faculty of Arts.

LITERARY DIVISION OF THE FACULTY OF ARTS.

In Greek and Latin the classification of the Students is irrespective of their Collegiate standing; those of the First and Second years being distributed between two classes according to their proficiency. There is also in each of these Departments an Extra Class, the attendance on which is voluntary, and which consists generally of those Students who propose to become Candidates for Degree of A.M. or Classical Honors in the Queen's University, or for appointments in the Indian Civil Service.

Both the Extra and Ordinary Classes are open to Non-Matriculated Students, *i.e.* to gentlemen who have not yet commenced their Undergraduate course, or who do not intend to take *Degrees in Arts.*

THE GREEK LANGUAGE.

Professor, JOHN RYALL, LL.D.

Junior Class, Monday, Wednesday, Thursday, and Friday.
Second Year, Monday, Wednesday, Thursday, and Friday.
Third Year, Tuesday, Thursday.
Junior Class, Xenophon—Helenica, Books I. and II.
Senior Class, Æschylus—Septem contra Thebas. Thucydides, Book VII.
Extra Class, Plato—Republic.
Exercises in Prose and Verse, according to the proficiency of the Students.

Fee payable for each Sessional Course, £2.

THE LATIN LANGUAGE.

Professor, BUNNELL LEWIS, M.A., F.S.A.

Senior Class, Monday, Wednesday, and Friday:
Juvenal—Satires, I., III., IV., V.
Cicero—2nd Philippic.
Junior Class, Monday, Tuesday, Wednesday, and Thursday:
Livy—Part of Book XXII.
Horace—Satires, Book I., beginning at Satire 6.
Exercises in both Classes chiefly from Arnold's Introduction to Latin Composition.
Extra and Third Year's Class, Tuesday and Thursday:
Tacitus—Annals, Book III.
Plautus—Miles Gloriosus.

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General Regulations of College, &c.

In this Class special attention is paid to original Composition, and to translation from English Authors into Latin.

Fee payable for each Sessional Course, £2.

MODERN HISTORY, ENGLISH LITERATURE, AND THE HISTORY OF THE ENGLISH LANGUAGE.

Professor, WILLIAM RUSHTON, M.A.

1st and 2nd Term. { Modern History, Monday, Wednesday, and Friday.
English Literature, Tuesday, Thursday, and Saturday.
2nd Term—The History of the English Language, Tuesday, Thursday, Saturday.

Modern History:

The Course will include General History from the 5th to the 15th Century, inclusive.

English Literature:

The Course will include the History of English Literature, along with a Critical Examination of its Standard Works from the earliest period up to the present day.

The History of the English Language:

The Lectures in this Course will treat of the History of the English Language, and its relationship to the Anglo-Saxon, along with its kindred tongues and dialects. In subservience to this arrangement the more remarkable stages through which the Anglo-Saxon passed into Semi-Saxon, the Semi-Saxon into Old English, and the Old English into Modern English, will be analyzed and explained Historically and Philologically.

Composition:

English Composition will, at stated periods, be required from the Students.

Fee payable for each Course, £2.

MODERN LANGUAGES.

Professor, R. DE VERICOUR, D. ÈS. L.

French Class (Medical), Mondays, Wednesdays, and Fridays, at 12 o'clock.

Senior French Class (Arts and Engineering), Mondays, Wednesdays, and Fridays, at 1 o'clock.

Junior French Class (Arts and Engineering), Mondays, Wednesdays, and Fridays, at 2 o'clock.

German or Italian, Tuesdays and Fridays, at 2 o'clock.

Medical French—Lectures sur les Sciences, par Achille Comte. Extracts from Bichat, Andral, Lallemand, and Chomel. Weekly Lectures on the Grammar and Idioms.

Senior and Junior French—Corneille's Cid and Cinna. Fables de Lafontaine. Racine's Athalie, and Esther. Histoire de la Revolution Française, par Mignot. La Misanthrope and L'Avare of Molière. Histoire de la Littérature Française, par Demogeot. Lectures sur les Sciences, par Achille Comte. Weekly Lectures on the Grammar and Idioms.

Italian—Silvio Pelico. Tasso. Extracts from Machiavelli, Guicciardini, Davila, Manzoni. Weekly Lectures.

German—Göethe's Ballads and Iphigenie. Schiller's Wilhelm Tell. National Literature, von A. F. Villmar. Weekly Lectures.

SPECIAL COURSE NOT REQUIRED FOR A DEGREE.—CELTIC LANGUAGES.

Professor, OWEN CONNELLAN, Esq.

Monday, Wednesday, and Friday.

Subject—I. The Celtic Family of Languages; and its existing derivations, the Erse or Gaelic, Manx, Welch, Armorican, and Hiberno-Celtic. The Ogham Alphabet. The Ancient Literature of Ireland, viz.:—The earlier Bardic Compositions, the Ossianic Poems and Fenian Legends; View of the Contemporaneous state of Ireland.*

" II. The Irish Language as now extant, its Grammar, Vocabulary, and Dialects. In this part of the course, the Student will be taught to speak and write the language grammatically.

Fee for each Sessional Course, £2.

* The Lectures will be illustrated by reference to Irish MSS., and such publications on Irish Historical and general Literature as are at present accessible.

SCIENCE DIVISION OF THE FACULTY OF ARTS.

MATHEMATICS.

Professor, ROBERT ROMER, B.A.

Junior Class, Monday, Wednesday, and Friday.
Subjects—Arithmetic, Algebra, Geometry, and Plane Trigonometry.
Second Year's Class, Monday, Wednesday, and Friday.
Subjects—Analytical Geometry, Trigonometry, Differential and Integral Calculus.
Third Year's Class:
Subjects—Geometry of three dimensions, Differential Equations, &c.
Exercises are regularly set in each of the Classes.

Fee payable for each Sessional Course, £2.

LOGIC AND METAPHYSICS.

Professor, GEORGE SIDNEY READ, A.M.

2nd Term, . Logic, . Tuesday, Thursday, and Saturday.
1st & 2nd Terms, Metaphysics, Do. do. do.

Logic.—This Course consists of:—

I.—Lectures, Examinations, and Exercises in Aldrich's Compendium of Logic, occupying the early part of the Term, &c.

II.—A full discussion of Classification, the Theory of Hypothetical Syllogisms and of Induction, and the Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Throughout the Course the Students will be expected to familiarize themselves with the reduction of arguments to their strict Logical Form by written exercises, which will be examined by the Professor.

Metaphysics.—This Course will embrace:—

I.—The Philosophy of the Inductive Sciences, illustrated by reference to Lord Bacon, Whewell, and Mill; and—

II.—The History of Mental Philosophy, comprising—

1st.—The origin, progress, and development of Modern Philosophy anterior to the rise of the Scottish School.

2nd.—A critical examination of the works of the more celebrated writers of that School.

3rd.—A brief view of the present state of Philosophy in the British Islands and on the Continent.

POLITICAL ECONOMY.

Professor, RICHARD HORNER MILLS, M.A.

Political Economy.—The nature and distribution of wealth, the principles which regulate Rents, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking.

Books recommended:—

Adam Smith—Wealth of Nations.
Senior—Political Economy.
Fawcett's Manual of Political Economy.
John Stuart Mill—Political Economy.
Richard H. Mills—Lectures on Currency and Banking (Second Edition).
M'Culloch—Taxation and Funding (Third Edition).
Goschen on Foreign Exchanges.

The Course consists of Twenty-four Lectures, delivered in the months of December, February, and March; the Students are required in the intervals to prepare the subjects which will be pointed out by the Professor.

CHEMISTRY.

Professor, JOHN BLYTH, M.D.

Monday, Wednesday, and Friday.

The Course is divided into Inorganic and Organic Chemistry.

In the first part are discussed the Laws of Combination and Affinity, Molecular Chemistry and Crystallography, and the History of the Non-Metallic and Metallic substances.

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In the Organic portion of the Course will be considered the subjects of Organic Analysis, Organic Series, Compound Radicals and Types, Metamorphoses of Organic Bodies, History of special Animal and Vegetable Bodies.

In treating of the Laws of Chemistry, and the History of Inorganic and Organic Bodies, those points will be chiefly dwelt upon which have a practical bearing in the Arts, Medicine, Engineering, and Agriculture. Thence, during the Course, attention will be directed to the application of Chemistry to Medicine and Physiology, to Metallurgic Operations, Chemical Manufactures, Building Materials, Soils, Manures.

Fee, for each Sessional Course, £2. Each subsequent Course in Medicine, £1.

Analytical Chemistry:

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, for students desirous of prosecuting an extended course of qualitative and quantitative analysis, and for the purpose of original investigation in connexion with the arts, or in the higher departments of Scientific Chemistry.

NATURAL PHILOSOPHY.

Professor, JOHN ENGLAND, M.A.

Experimental Physics (Senior):

Text Books—Galbraith and Haughton's Manuals of Mechanics, Hydrostatics, &c.; Pouillet; Traite de Physique.

Experimental Physics (Junior):

Text Books—Ganot, Traite de Physique.

Mathematical Physics:

Text Books—Duhamel's Mecanique, Vol. I., omitting Attractions, and Vol. II., Central Forces. Lloyd's Light and Vision, Part I., omitting Chapters IV. and VII. Part II., Chapters I. and III. Brinkley's Astronomy.

Engineering Physics:

Text Books—Tate's Exercises in Mechanics, selections from the works of Mosely, De Pambour, Weisbach, &c.

NATURAL HISTORY.

Professor, JOSEPH REAY GREENE, B.A.

Monday, Wednesday, and Friday.

The Lectures delivered by the Professor of Natural History are as follows:—

A Course of Lectures on General Zoology.
A Course of Lectures on Botany.

Students may obtain Certificates of Attendance on all or any of these Courses.

Text Books recommended:

In Botany—"Elementary Course of Botany," by Henfrey.
In Zoology—"Zoologie" (in Cours Elémentaire d'Histoire Naturelle), par Milne Edwards; or the English translation of the same work by Dr. Knox.

Such Students as desire during the Summer months to pursue the study of Botany in the field, are requested to provide themselves with Lindley's "Descriptive Botany," and Bentham's "Handbook of the British Flora."

GEOLOGY AND MINERALOGY.

Professor, ROBERT HARKNESS, F.R.S.S.L. & E., F.G.S.

Monday, Wednesday, and Friday.

General Structure of the Earth; the causes at present in operation which modify its surface; Nature of Rocks which enter into composition with the crust of the Globe; description and classification of Sedimentary Deposits; Organic Remains; Physical Geography of the Earth during the several geological epochs; characters and nature of Igneous, Plutonic, and Metamorphic Rocks; Mineral Veins—their contents and mode of occurrence; application of Geology to Engineering, Mining, Agriculture and Land Improvement.

Forms, Structure, Physical and Chemical characters of Minerals; descriptions of the most important simple minerals—circumstances and conditions under which they are found.

Appendix A.

General Regulations of College, &c.

CIVIL ENGINEERING.

Professor, ALEXANDER JACK, M.A.

FIRST YEAR.—Monday, Wednesday, and Friday.

Subject of Lectures—Orthographic Projection; Descriptive Geometry; Shadows; Isometric Projection; Perspective; Principles of Architecture.

Text Books—Hall's Descriptive Geometry; Engineer and Machinist's Drawing Book; Rickman's Architecture.

SECOND YEAR.—Tuesday, Thursday, and Saturday.

Subject of Lectures—Surveying and Levelling.

Text Books—Rankine's Civil Engineering; Cotton's Manual of Railway Engineering; Williams' Geodesy.

THIRD YEAR.—Monday, Wednesday, and Friday.

Materials used in Construction; Principles of Construction of Bridges, Roads, Railways, Canals; Hydraulic Engineering; Strength of Materials; Principles of the Construction of the different Machines employed by the Engineer.

DRAWING OFFICE—Attended by all the Classes—Tuesday, Thursday, and Saturday.

The First Year's Class are chiefly employed in drawing the problems given at lectures, and a few easy examples of their application. The Second and Third Year's Classes, in making working drawings of examples of the subjects of lectures, and in Mapping.

Practical Instruction in the Field in the use of Surveying Instruments will be given during the Session.

AGRICULTURE.

Professor, EDMUND MURPHY, B.A.

Subjects of the Sessional Examination in Agriculture at the end of Second Session.

Practice of Agriculture—Agricultural Implements and Machines. On Sheltering, Fencing, Draining, and Deepening Land. Culture of Farm Crops. Construction of Farm Buildings. Reclamation and Irrigation of Land. Valuation of Land and Farm Finance.

Text Books in the Theory of Agriculture—Henfrey's Structural and Physiological Botany. Johnson's Lectures on Agricultural Chemistry and Geology. In the Practice of Agriculture—Stephens' Book of the Farm, and Morton's Encyclopædia.

Subjects of Examination in the History and Diseases of Farm Animals.

Animal Physiology in reference to Farm Animals. The Natural History of Farm Animals. The Breeding, Rearing, and General Management of Farm Animals, with their diseases and the ordinary remedies.

SPECIAL PROSPECTUS of COURSES of INSTRUCTION given in the COLLEGES which are applicable to the EXAMINATION for the INDIAN CIVIL SERVICE.

Special Prospectus of Courses for Competitive Examinations.

Subjects of Examination for the Indian Civil Service.	*Lectures on these Subjects in Queen's College, Cork.*
1. ENGLISH LANGUAGE and LITERATURE:	HISTORY and ENGLISH LANGUAGE—*Professor*, William Rushton, M.A.
a. Composition, Marks, 500	*First Term.*—Modern History; Monday, Wednesday, and Friday.
b. English Literature and History, including that of the Laws and Constitution, Marks, 1,000	*Second Term.*—English Literature; Tuesday, Thursday, and Saturday. History of the English Language, Tuesday, Thursday, Saturday.
1,500	English Composition will, at the stated periods, be required from the students.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

2. LANGUAGE, LITERATURE, and HISTORY of GREECE: Marks, 750	GREEK—*Professor*, John Ryall, LL.D. Senior Class: Monday, Friday, Wednesday. Junior Class: Monday, Friday, Wednesday, Thursday. Extra Class: Tuesday, Thursday.
3. LANGUAGE, LITERATURE, and HISTORY of ROME: Marks, 750	LATIN—*Professor*, Bunnell Lewis, M.A. F.S.A. Senior Class: Monday, Wednesday, Friday. Junior Class: Monday, Tuesday, Wednesday, Thursday. Extra Class: Tuesday and Thursday. The Extra Class, both in Latin and Greek, the attendance on which is voluntary, consists generally of those students who propose to become Candidates for the Degree of M.A., or Classical Honors, in the Queen's University, or for appointments in the Indian Civil Service.
4. LANGUAGE, LITERATURE, and HISTORY of FRANCE: Marks, 375	FRENCH—*Professor*, R. De Vericour, D. ès. L. Senior Class: Monday, Wednesday, Friday. Junior Class: Monday, Wednesday, Friday.
5. LANGUAGE, LITERATURE, and HISTORY of GERMANY: Marks, 375	GERMAN. Tuesday, Thursday.
6. LANGUAGE, LITERATURE, and HISTORY of ITALY: Marks, 375	ITALIAN. Monday, Wednesday, and Friday.
7. MATHEMATICS, Pure and Mixed: Marks, 1,250	MATHEMATICS—*Professor*, Robert Romer, B.A. Junior Class: Monday, Wednesday, Friday. Senior Class: Monday, Wednesday, Friday. MATHEMATICAL PHYSICS—*Professor*, John England, M.A. Tuesday, Thursday, and Saturday.
8. NATURAL SCIENCES: that is, Chemistry, Electricity, and Magnetism, Natural History, Geology, and Mineralogy: Marks, 500 *** No Candidate will be allowed to be examined in more than three of the branches of knowledge included under this head, and the total (500 marks) may be obtained by adequate proficiency in any three.	CHEMISTRY—*Professor* Blyth, M.D. Monday, Wednesday, and Friday. EXPERIMENTAL PHYSICS (Electricity and Magnetism)—*Professor*, John England, M.A. Monday, Wednesday, and Friday. NATURAL HISTORY—*Professor*, J. R. Greene. Monday, Wednesday, and Friday. GEOLOGY and MINERALOGY—*Professor*, Robert Harkness, F.R.S.S.L. & E., F.G.S. Monday, Wednesday, and Friday.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

9. MORAL SCIENCES: that is, Logic, Mental and Moral Philosophy: Marks, 500	LOGIC and METAPHYSICS—*Professor*, G. S. Read, M.A. Logic: Tuesday, Thursday, and Saturday. Metaphysics: Tuesday, Thursday, Saturday. JURISPRUDENCE and POLITICAL ECONOMY—*Professor*, Richard Horner Mills, M.A.

COURSES OF INSTRUCTION given in the COLLEGE which are applicable to the COMPETITIVE EXAMINATION for ADMISSION to the ROYAL MILITARY ACADEMY at WOOLWICH.

Subjects of Examination for the direct appointments to the Practical Class at Woolwich.	*Lectures on these Subjects in Queen's College, Cork.*
MATHEMATICS (Pure): Marks, 2,500	*Professor*, Robert Romer, B.A. Junior Class: Monday, Wednesday, Friday. Senior Class: Monday, Wednesday, Friday.
MATHEMATICS (Mixed):— Statics, Dynamics, Hydrostatics: Marks, 1,000	*Professor* Eagland, M.A. Tuesday, Thursday, and Saturday.
LANGUAGE of ANCIENT ROME: Marks, 1,500	*Professor*, Bunnell Lewis, M.A., F.S.A. Junior Class: Monday, Tuesday, Wednesday, Thursday.
LANGUAGE of ANCIENT GREECE: Marks, 1,500	*Professor*, John Ryall, LL.D. Junior Class: Monday and Friday, Wednesday and Thursday.
LANGUAGE of FRANCE: Marks, 1,000	*Professor*, Raymond deVericour, D. es. L. Monday, Wednesday, and Friday.
And GERMANY: Marks, 1,000	
ENGLISH LANGUAGE, LITERATURE, COMPOSITION, HISTORY and GEOGRAPHY (Modern): Marks, 3,000	*Professor*, William Rushton, M.A. Tuesday, Thursday, and Saturday.
EXPERIMENTAL SCIENCES:— Chemistry: Marks, 1,000	*Professor*, John Blyth, M.D. Monday, Wednesday, and Friday.
HEAT, ELECTRICITY, including MAGNETISM:	*Professor*, John England, M.A. Monday, Wednesday, and Friday.
NATURAL SCIENCES:— Mineralogy and Geology: Marks, 1,000	*Professor*, Robt. Harkness, F.R.S.S.L. & E., F.G.S.
DRAWING, *i.e.*, Elementary Geometrical Drawing, including the use of Drawing Instruments: Marks, 500	*Professor*, Alexander Jack, M.A. Monday, Wednesday, and Friday.
Machinery, Architectural, Topographical, Landscape, or Figure Drawing: Marks, 500	Monday, Wednesday, and Friday.

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

Competitive Examinations for admission are held in London twice a year, in January and July. They are conducted by Examiners appointed for the purpose, in the presence and under the superintendence of the Council of Military Education.

The Candidates must be between 16 and 19 years of age.

The admissions will be determined by the result of the examination, the subjects of which will be as follows, viz.:—

				Marks.
1. Mathematics,	Pure,	Section I. Arithmetic, Algebra, Euclid, Plane Trigonometry,	2,000	3,500
		Section II. Spherical Trigonometry, elements of Co-ordinate Geometry, and of the Differential and Integral Calculus,*	500	
	Mixed:—Statics, Dynamics, and Hydrostatics,		1,000	

* *Syllabus of Examination in the Differential and Integral Calculus.*

DIFFERENTIAL CALCULUS.

The meaning of Differentiation.

The Differentiation of Elementary Functions of one independent variable.

The theorems of Taylor and Maclaurin, with their applications.

The theory of Maxima and Minima, with its applications.

The equations to the Tangents, Normals, and Asymptotes of Plane Curves.

The curvature of Plane Curves and their radii of curvature and evolutes.

The Differential Coefficients of the Arcs and Areas of Plane Curves to rectangular and polar Co-ordinates, and of the surfaces and volumes of solids of revolution.

INTEGRAL CALCULUS.

The meaning of Integration.

The Integration of Elementary Functions.

The Integration of Rational Fractions.

The determination of the lengths and areas of Plane Curves, and of the surfaces and volumes of solids of revolution.

2. English Language and Composition,		1,000
3. History of England, its Dependencies and Colonies,		1,000
4. Geography (Modern),		1,000
5. Classics,	Latin Language,	1,500
	Greek ditto,	1,500
6. French Language,		1,000
7. German ditto,		1,000
8. Hindustani ditto,		1,000

The examination in French, German, and Hindustani, will include writing from dictation.

9. Experimental Sciences, *i.e.*, Chemistry, Heat, Electricity, including Magnetism,		1,000
10. Natural Sciences, *i.e.*, Mineralogy and Geology,		1,000
11. Drawing,	Elementary Geometrical Drawing, including the use of Drawing Instruments,	500
	Free-hand Drawing of Machinery, Architectural, Topographical, Landscape, or Figure Subjects,	500

No Candidate will be allowed to be examined in more than five subjects, of which one must be Mathematics; and no one who does not obtain at least 700 marks in Section I. of Pure Mathematics will be eligible for an appointment.

Residences.

There is no accommodation for the residence of students within the College, but it is provided by the Statutes that every Matriculated Student, being under the age of Twenty-one Years, shall reside, during the College Terms, with his parent or guardian, or with some relation or friend, to whose care he shall have been committed by his parent or guardian, or in one of the Boarding-houses licensed by the President of the College and arranged for the reception of students, who are then placed under the moral care and spiritual charge of the Deans of Residence of their respective creeds.

The Terms for Board and Lodging are generally at the rate of from £30 to £40 a-year,

Appendix A.

Special Prospectus of Courses for Competitive Examinations.

DEANS OF RESIDENCES.

Church of England,	Rev. George Webster.
Presbyterian Church,	Rev. William Magill.
Wesleyan Communion,	Rev. Wallace M'Mullen.
Non-Subscribing Presbyterian,	Rev. W. Whitelegge, M.A.

N.B.—Letters from persons desiring further information, to be addressed to the Registrar.

Signed,
By Order of the President,
ROBERT JOHN KENNY, *Registrar.*

APPENDIX B.

SELECTION OF EXAMINATION PAPERS USED AT THE SCHOLARSHIP EXAMINATIONS.

Appendix B.

Examination Papers for Scholarships.

GREEK.—LITERARY SCHOLARSHIPS OF THE SECOND AND THIRD YEARS.

Translate :—

(A).—HOMER—*Odyssey*, Book XVIII., vv. 124–150.

τὸν δ' ἀπαμειβόμενος προσέφη πολύμητις ὀδυσσεύς·
“'Αμφίνομ', ἦ μάλα μοι δοκέεις πεπνυμένος εἶναι· 125
τοίου γὰρ καὶ πατρος· ἐπεὶ κλέος ἐσθλὸν ἄκουον,
Νῖσον Δουλιχιῆα ἐΰν τ' ἔμεν ἀφνειόν τε·
τοῦ σ' ἔκ φασι γενέσθοι, ἐπητῇ δ' ἀνδρὶ ἔοικας.
τοὔνεκά τοι ἐρέω, σὺ δὲ σύνθεο καί μευ ἄκουσον·
οὐδὲν ἀκιδνότερον γαῖα τρέφει ἀνθρώποιο, 30
πάντων ὅσσα τε γαῖαν ἔπι πνείει τε καὶ ἕρπει,
οὐ μὲν γάρ ποτέ φησι κακὸν πείσεσθαι οπίσσω,
ὄφρ' ἀρετὴν παρέχωσι θεοὶ καὶ γούνατ' 'οώρῃ
ἀλλ' ὕτε δὴ καὶ λυγρὰ θεοὶ μάκαρες τελέσωσιν,
καὶ τὰ φέρει ἀεκαζόμενος τετληύτι θυμῷ. 135
τοῖος γὸρ νόος ἐστὶν ἐπιχθονίων ἀνθρώπων
οἶον ἐπ' ἦμαρ ἄγῃσι πατὴρ ἀνδρῶν τε θεῶν τε.
καὶ γὰρ ἐγώ ποτ' ἔμελλον ἐν ἀνδράσιν ὄλβιος εἶναι,
πολλὰ δ' ἀτάσθαλ' ἔρεξα βίῃ καὶ κάρτεϊ εἴκων
πατρί τ' ἐμῷ πίσυνος καὶ ἐμοῖσι κασιγνήτοισιν. 140
τῷ μήτις ποτὲ πάμπαν ἀνὴρ ἀθεμίστιος εἴη,
ἀλλ' ὄγε σιγῇ δῶρα θεῶν ἔχοι, ὅττι διδοῖεν.
οἷ' ὁρόω μνηστῆρας ἀτάσθαλα μηχανόωντας,
κτήματα κείροντας καὶ ἀτιμάζοντας ἄκοιτιν
ἀνδρὸς, ὃν οὐκέτι φημὶ φίλων καὶ πατρίδος αἴης 145
δηρὸν ἀπέσσεσθαι· μάλα δὲ σχεδόν. ἀλλά σε δαίμων
οἴκαδ' ὑπεξαγάγοι, μηδ' ἀντιάσειας ἐκείνῳ,
ὁππότε νοστήσειε φίλην ἐς πατρίδα γαῖαν·
οὐ γὰρ ἀναιμωτί γε διακρινέεσθαι ὀΐω
μνηστῆρας καὶ κεῖνον, ἐπεί κε μέλαθρον ὑπέλθῃ.”

(*a*) Explain the form *πεπνυμένος*. (*b*) Who was Amphinomus, and where was Dulichion? (*c*) Derive and explain *ἐπητής, ἀτάσθαλος, ἀεκαζό-*

Appendix B.

Examination Papers for Scholarships.

μενος. (*d*) What peculiarity do you notice in the form ἔρεξα? (*e*) Point out all the words in the above extract which require the Ϝ, and state, in each case, your reason for inserting it. (*f*) Explain the grammatical forms τετληότι, ἀντιάσειας, ὀρώρῃ. (*g*) In what unusual sense is ἀρετή employed (v. 133)?

Translate:—

(B).—EURIPIDES—*Ion*, vv. 1022–1051.

ἐπεὶ Θεοῦ μαντεῖον ᾤχετ' ἐκλιπὼν
πόσις Κρεούσης, παῖδα τὸν καινὸν λαβὼν
πρὸς δεῖπνα θυσίας θ' ἃς θεοῖς ὡπλίζετο,
Ξοῦθος μὲν ᾤχετ' ἔνθα πῦρ πηδᾷ θεοῦ
βακχεῖον, ὡς σφαγαῖσι Διονύσου πέτρας
δεύσειε δισσὰς παιδὸς ἀντ' ὀπτηρίων,
λέξας· σὺ μὲν νῦν, τέκνον, ἀμφήρεις μένων
σκηνὰς ἀνίστη τεκτόνων μοχθήμασιν.
θύσας δὲ γενέταις θεοῖσιν ἢν μακρὸν χρόνον
μένω, παροῦσι δαῖτες ἔστωσαν φίλοις.
λαβὼν δὲ μόσχους ᾤχεθ'· ὁ δὲ νεανίας
σεμνῶς ἀτοίχους περιβολὰς σκηνωμάτων
ὀρθοστάταις ἱδρύεθ' ἡλίου φλόγα
καλῶς φυλάξας, οὔτε πρὸς μέσας βολὰς
ἀκτῖνος, οὔτ' αὖ πρὸς τελευτώσας βίον,
πλέθρου σταθμήσας μῆκος εἰς εὐγωνίαν,
μέτρημ' ἔχουσαν τοὐν μέσῳ γε μυρίων
ποδῶν ἀριθμόν, ὡς λέγουσιν οἱ σοφοί,
ὡς πάντα Δελφῶν λαὸν εἰς θοίνην καλῶν.
λαβὼν δ' ὑφάσμαθ' ἱερὰ θησαυρῶν πάρα
κατεσκίαζε, θαύματ' ἀνθρώποις ὁρᾶν.
πρῶτον μὲν ὀρόφῳ πτέρυγα περιβάλλει πέπλων,
ἀνάθημα Δίου παιδός, οὓς Ἡρακλέης
Ἀμαζόνων σκυλεύματ' ἤνεγκεν θεῷ.
ἐνῆν δ' ὑφανταὶ γράμμασιν τοιαίδ' ὑφαί·
Οὐρανὸς ἀθροίζων ἄστρ' ἐν αἰθέρος κύκλῳ·
ἵππους μὲν ἤλαυν' εἰς τελευταίαν φλόγα
Ἥλιος, ἐφέλκων λαμπρὸν Ἑσπέρου φάος.
μελάμπεπλος δὲ Νὺξ ἀσείρωτον ζυγοῖς
ὄχημ' ἔπαλλεν· ἄστρα δ' ὡμάρτει θεᾷ.

(*a*) ἔνθα πῦρ . . . βακχεῖον.—What locality is here indicated? Explain the expression πέτρας δισσάς. (*b*) What is the strict meaning of ὀπτήριον? Does it appear to be used here in that sense? (*c*) Parse ἀνίστη and ἔστωσαν. (*d*) What is the construction of ἔχουσαν, v. 1038. (*e*) Who are meant by οἱ σοφοί? Explain the calculation as to the superficial contents of the floor of the tent. What public building of Greece was of the same exact size? (*f*) Explain the expression θησαυρῶν πάρα. (*g*) Notice an anachronism in the extract. (*h*) In what locality were the Amazons said to have resided? (*i*) Explain the construction of ἐνῆν, v. 1046. (*k*) Explain the expression ἐφέλκων, v. 1049. (*l*) ἀσείρωτον.—How is this statement illustrated in ancient gems?

Translate :—

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Examination Papers for Scholarships.

(C).—Demosthenes—*Olynth.*, B (Γ) η′.

ὁρᾶτε οὖν, ὦ ἄνδρες Ἀθηναιοι, ταῦθ' οὕτως, ὅπως καὶ τὰ πράγματα ἐνδέχεται καὶ δυνήσεσθε ἐξιέναι καὶ μισθὸν ἕξετε. οὔ τοι σωφρόνων οὐδὲ γενναίων ἐστὶν ἀνθρώπων, ἐλλείποντάς τι δι' ἔνδειαν χρημάτων τῶν ταῦ πολέμου εὐχερῶς τὰ τοιαῦτα ὀνείδη φέρειν, οὐδ' ἐπὶ μὲν Κορινθίους καὶ Μεγαρέας ἁρπάσαντας τὰ ὅπλα πορεύεσθαι, Φίλιππον δ' ἐᾶν πόλεις Ἑλληνίδας ἀνδραποδίζεσθαι δι' ἀπορίαν ἐφοδίων τοῖς στρατευομένοις. καὶ ταῦτ' οὐχ ἵν' ἀπέχθωμαί τισιν ὑμῶν, τηνάλλως προῄρημαι λέγειν· οὐ γὰρ οὕτως ἄφρων οὐδ' ἀτυχής εἰμι ἐγὼ ὥστε ἀπεχθάνεσθαι βούλεσθαι μηδὲν ὠφελεῖν νομίζων· ἀλλὰ δικαίου πολίτου κρίνω τὴν τῶν πραγμάτων σωτηρίαν ἀντὶ τῆς ἐν τῷ λέγειν χάριτος αἱρεισθαι. καὶ γὰρ τοὺς ἐπὶ τῶν προγόνων ἡμῶν λέγοντας ἀκούω, ὥσπερ ἴσως καὶ ὑμεῖς, οὓς ἐπαινοῦσι μὲν οἱ παριόντες ἅπαντες, μιμοῦνται δ' οὐ πάνυ, τούτῳ τῷ ἔθει καὶ τῷ τρόπῳ τῆς πολιτείας χρῆσθαι, τὸν Ἀριστείδην ἐκεινον, τὸν Νικίαν, τὸν ὁμώνυμον ἐμαυτῷ, τὸν Περικλέα. ἐξ οὗ δ' οἱ διερωτῶντες ὑμᾶς οὗτοι πεφήνασι ῥήτορες "τί βούλεσθε; τί γράψω; τί ὑμιν χαρίσωμαι;" προπέποται τῆς παραυτίκα χάριτος τὰ τῆς πόλεως πράγματα καὶ τοιαυτὶ συμβαίνει, καὶ τὰ μὲν τούτων πάντα καλῶς ἔχει, τὰ δ' ὑμέτερα αἰσχρῶς.

1. (*a*) *μισθὸν ἕξετε.*—In what way did Demosthenes propose to provide pay for the soldiers? (*b*) What is the government of *τῶν*, in *τῶν τοῦ πολέμου*? (*c*) Derive and explain *τηνάλλως*. (*d*) *τὸν ὁμώνυμον ἐμαυτῷ.*—Who is the person here referred to? (*e*) Parse *προπέποται*, and explain the government of *χάριτος*.

2. (*a*) By whom was Olynthus founded, and where was it situated? (*b*) Describe the circumstances under which the second Olynthiac oration was delivered.

Translate into Greek :—

But with regard to the supply of funds, men of Athens, ye have funds, ye have funds for the maintenance of your army exceeding in amount those of all other men, but ye receive these on whatever terms ye choose. If then ye will restore these to those who are serving in the army, ye require no additional resources; but if not, ye do require them, nay rather there is an utter failure of resources. "What, then," some one may say, "do you propose that these funds should be applied to the maintenance of the army?" Not I, by Zeus; for I think that soldiers ought to be provided, and that there are funds for paying them, and that there is one and the same organization both for receiving (pay) and for performing duty—whereas ye simply receive it for your festivals without doing anything. It only remains then, I think, that all should contribute, and if much should be required, much; if little, little. But funds are required, and without these it is not possible that anything should go on well.

Translate into Greek Iambic verse :—

To be conspicuous? That's an empty glory:
Or wouldst thou labour much, whilst thy rich house
Possesses much? And what is this abundance?
'Tis nothing but a name: the temperate mind,
Its wants supplied, checks each desire of more;
And mortal man enjoys not as his own
His treasured stores; but holds them as the gift
Of the high gods, who, at their pleasure, will resume them.

John Ryall, *Professor.*

Appendix B.

Examination Papers for Scholarships.

LATIN.—FIRST YEAR'S SCHOLARSHIPS.

1. Give an account of the constitution of Servius Tullius.

2. Describe the situation of Massilia, Ancona, Tibur, Baiæ, and Surrentum.

3. Give the chief rules for the pentameter verse.

4. What are the perfects and supines of *pario*, *tollo*, *vello*, *sperno*, *tergeo*, and *tero*?

5. Explain the use of the interrogative particles *ne*, *num*, and *nonne*.

Retranslate into Latin:—

As to what you write, that your brother ought not to have been treated by me so roughly for a word: in the first place, I beg of you to believe, that I am exceedingly pleased with that affectionate and fraternal disposition of yours, so full of humanity and piety; and in the second, to forgive me if in any case I have acted against your brother for the service of the Republic, to which no man can be a warmer friend than myself; but if I have been acting only on the defensive against his most cruel attacks, you may think yourself well used, that I have never yet troubled you with any complaints against him.

SECOND AND THIRD YEARS' SCHOLARSHIPS.

Translate in as few words as possible:—

CICERO—*Tusculan Disputations*, I., 10.

Sed haec quidem, quae dixi, cor [*sanguinem*,] cerebrum, animam, ignem vulgo: reliqua fere singuli. Ut multi ante veteres, proxime autem Aristoxenus, musicus idemque philosophus, ipsius corporis intentionem quamdam, velut in cantu et fidibus quae harmonia dicitur, sic ex corporis totius natura et figura varios motus cieri tamquam in cantu sonos. Hic ab artificio suo non recessit et tamen dixit aliquid, quod ipsum quale esset erat multo ante et dictum et explanatum a Platone. Xenocrates animi figuram et quasi corpus negavit esse verum: numerum dixit esse, cuius vis, ut iam ante Pythagorae visum erat, in natura maxima esset. Eius doctor Plato triplicem finxit animum, cuius principatum, id est, rationem in capite sicut in arce posuit, et duas partes ei parere voluit, iram et cupiditatem, quas locis disclusit: iram in pectore, cupiditatem subter praecordia locavit.

Translate into Latin hexameters:—

Here finish'd he; and all that he had made
View'd; and behold all was entirely good;
So ev'n and morn accomplish'd the sixth day:
Yet not till the Creator from his work
Desisting, though unwearied, up returned,
Up to the heav'n of heav'ns his high abode,
Thence to behold this new-created world—
Th' addition of his empire, how it show'd
In prospect from his throne, how good, how fair,
Answering his great idea.

Translate into Latin Prose:—

When, however, on the evening of the third day of this new course, the seamen beheld the sun go down upon a shoreless horizon, they again broke forth into loud clamours, and insisted upon abandoning the voyage.

Columbus endeavoured to pacify them by gentle words and liberal promises; but finding these only increased their violence, he assumed a different tone, and told them that it was useless to murmur; the expedition had been sent by the sovereigns to seek the Indies, and happen what might, he was determined to persevere until, by the blessing of God, he should accomplish the enterprise.

Appendix B.
Examination Papers for Scholarships.

SENIOR SCHOLARSHIP.

Subject for a Latin Essay :—

MENS SANA IN CORPORE SANO.—JUVENAL, *Sat.* x.

Translate into Latin lyrics :—

Yet, once again, farewell, thou Minstrel Harp!
Yet, once again, forgive my feeble sway,
And little reck I of the censure sharp,
May idly cavil at an idle lay.
Much have I owed thy strains on life's long way,
Through secret woes the world has never known,
When on the weary night dawned wearier day,
And bitterer was the grief devoured alone.
That I o'erlive such woes, Enchantress! is thine own.

B. LEWIS, *Professor.*

MODERN LANGUAGES.

Translate into French, or German, or Italian :—

The Knights of Malta.

The Order of the Knights of Malta traces its origin to a remote period, to the time of the First Crusade, in the eleventh century. A religious association was then formed in Palestine under the title of "Hospitallers of St. John the Baptist," the object of which, as the name imports, was to minister to the wants of the sick. There was a good harvest of these among the poor pilgrims who wandered from all parts of Europe to the Holy Land. It was not long before the society assumed other duties, of a military nature, designed for the defence of the pilgrim no less than his relief. In its new form, so consonant with the spirit of the age, the institution found favour with the bold crusaders, and the accession of members from different parts of the world greatly enlarged its power and political consequence. It soon rivalled the fraternity of the Templars, and, like that body, became one of the principal pillars of the throne of Jerusalem. After the fall of that kingdom, the Knights of St. John remained a short while in Cyprus, when they succeeded in conquering Rhodes, and thus secured to themselves a permanent residence.

W. H. PRESCOTT: *Philip the Second.*

1. State what you know of Molière and his works.
2. Give a few instances of the influence of the Latin writers on Molière.
3. Give your estimation of the "Misanthrope" of Molière, comparing it with other writers who have treated the same subject.
4. State what you know of the influence of Cardinal Richelieu on French literature.
5. What was the moral and literary influence of Port Royal?

6. State what you know of Lafontaine, and the reasons of his pre-eminence in French literature.
7. Name the principal works of Bossuet and Fenelon.
8. Give a brief account of the life and works of Silvio Pellico.
9. Compare the epic poem of Tasso with others, ancient and modern.
10. Name the principal works of Schiller; characterize his "Wilhelm Tell."

R. DE VERICOUR *Professor.*

ENGLISH LANGUAGE.—LITERARY SCHOLARSHIPS OF THE FIRST YEAR.

1. Give the the derivation of the following words:—*loyalty, homage, chevalier, constitution, digestion, assimilation, cataract, geometry.*
2. Point out the subjects and predicates in these sentences:

(*a.*) The museum is rich in antiquities.
(*b.*) Thomas went away laughing.
(*c.*) This country has a fertile soil.

3. Explain the terms: *subject, copula, predicate, subject-nominative, predicate-nominative, predicate-verb.*
4. Analyse these sentences:

(*d.*) Now the bright morning-star, day's harbinger,
Comes dancing from the east.
(*e.*) To laugh were want of goodness and of grace,
And to be grave exceeds all power of face.

5. Shew that Anglo-Saxon forms the basis of the English language.
6. To what extent has Norman-French influenced our language?

HISTORY.

7. Describe the supremacy of Thebes under Pelopidas and Epaminondas.
8. Trace the rise and progress of Macedonian supremacy under Philip.
9. Give an account of Catiline's conspiracy, and estimate the character of Catiline.
10. Write a short life of Julius Cæsar, remarking particularly upon his share in the civil wars.

ENGLISH LANGUAGE AND LITERATURE.—LITERARY SCHOLARSHIPS OF THE SECOND AND THIRD YEARS.

1. Determine the proportions of Anglo-Saxon, French, Latin, and Greek derivatives in the English language.
2. What is meant by the Latin of the First and of the Second Period?
3. State what you know of Layamon's "Brut," and the "Ormulum."
4. Analyse the language of Chaucer.
5. Write a short life of Spenser.
6. What is the design of Spenser's "Faerie Queene"? Explain the versification of that poem.
7. What is Drayton's "Polyolbion"? In what metre is that poem written?
8. What is the character of Donne's poetry?
9. Sketch the plot of Shakespeare's "Julius Cæsar."
10. Compare the character of Lady Macbeth with that of Clytemnestra as represented by Æschylus.

ENGLISH LANGUAGE, LITERATURE, AND COMPOSITION.—SENIOR SCHOLARSHIPS.

Appendix B.

Examination Papers for Scholarships.

1. Compare the language of Piers Ploughman with that of Chaucer, particularly as to the relative proportion of Anglo-Saxon and Norman-French words.

2. Characterize the poetic genius of Chaucer; and explain his system of versification.

3. To what causes do we owe the introduction of many Latin derivatives during the reigns of Elizabeth and James I.?

4. Compare the prose style of Bacon, Hooker, and Milton.

5. Estimate the dramatic influence of Ben Jonson.

6. Consider Dryden and Pope as poets of the Correct School.

HISTORY.

7. What is meant by the Feudal System? Explain the terms *feud, feudal, allodium, allodial.*

8. Account for the change of allodial into feudal tenures. During what period did this change take place?

9. Enumerate the leading feudal incidents, pointing out those which were peculiar to England and Normandy.

10. What was the constitution of the Witenagemot?

11. Describe the judicial system of the Anglo-Saxons; and inquire whether it exhibits any traces of trial by jury.

12. To what extent was the national constitution altered by the Norman Conquest?

13. Explain the nature of the Act whereby William the Conqueror received at Salisbury, in 1085, the fealty of all landholders in England.

14. Estimate the importance of Magna Charta as an instrument of liberty.

15. Mention the principal confirmations of the Charter.

16. Trace the progress of Parliamentary Government in England.

WILLIAM RUSHTON, *Professor.*

METAPHYSICS.—SENIOR SCHOLARSHIP.

1. Who was the founder of the Scotch school of philosophy? What are its leading tenets?

2. What is meant by simple and relative suggestion?

3. In what sense does Reid employ the term *consciousness?* How does it differ from that in which it is employed by Sir W. Hamilton?

4. What is meant by synthetical *à priori* propositions? What proof does Kant give of their existence?

5. Explain Hartley's law of transference. Have any other, and if so, what explanations been given of the same phenomena?

6. What are Locke's views as to the unintermitting activity of the mind during sleep? Discuss the question.

7. What is Berkeley's theory of vision? What objections have been alleged against it?

8. By what arguments does Butler prove that the emotion of benevolence is not of selfish origin?

9. What influence does the imagination exercise over the emotion of compassion?

10. Can all our sensations be resolved into touch, and if so, in what sense?

Appendix B.

Examination Papers for Scholarships.

Logic.—Senior Scholarship.

1. What relation does the *Science* of Logic bear to Psychology?

2. What is the distinction between "kinds" and classes?

3. Explain the process of Inductive Definition. What are its several stages?

4. Division is the analysis of the whole of Extension. Explain this definition.

5. Of how many propositions can you infer the truth or falsehood according to Sir W. Hamilton's system if U be supposed to be true?

6. In what sense is it true to say that all Conversion is Simple Conversion?

7. What objections have been made to Aristotle's dictum as the basis of Syllogistic Reasoning? Are they valid?

8. What is the province of the major premiss according to Mill? Discuss his opinion.

9. Is the distinction between Agent and Patient scientifically accurate? Give reasons for your answer.

10. Is the discussion of *à priori* fallacies strictly within the province of Logic?

11. In what cases is the method of Residue available, and upon what does its probative force depend?

12. Three-fourths of the army were killed; three-fourths of the army were Prussians; some Prussians were killed. Examine this argument. Can it be reduced to one of the ordinary forms of syllogism, and if so, how?

G. S. Read, *Professor.*

Mathematics.—Senior Scholarship.

1. Sum to n terms the series—

$$\tan^{-1}\frac{1}{1+2}+\tan^{-1}\frac{2}{1+2^3}+\tan^{-1}\frac{2^2}{1+2^5}+\&c.$$

2. Find the condition that the two cubics—

$$x^3+a\,x^2+bx+c=0,$$
$$x^3+a,\,x^2+b,\,x+c=0,$$

may have (1) one root the same, (2) two roots the same.

3. The base of a tetrahedron moves in such a manner that s the sum of the n^{th} powers of the 3 edges which terminate in the vertex remains constant. Find the equation to the surface which the base continually touches. Show that the maximum value of the 1′ from vertex on base is $\left(\frac{s}{3^n+\frac{1}{2}}\right)^{\frac{1}{2}}$.

4. Show that the equation to the parabola which has the closest possible contact with the ellipse

$$\frac{x}{a^2}+\frac{y}{b^2}=1,\ \text{at the part } x=a\cos\theta,\ y=b\sin\theta \text{ is}$$

$$\left(\frac{x}{a}\sin\theta-\frac{y}{b}\cos\theta\right)^2+2\,\frac{x}{a}\cos\theta+2\,\frac{y}{b}\sin\theta-2=0.$$

5. Eliminate by partial differentiation the arbitrary functions from the equation

$$z=\phi\,(x+y^2)+\psi\left(\frac{y}{x}\right).$$

Appendix B.

Examination Papers for Scholarships.

6. Integrate the following equations :—

(1.) $\frac{d^2n}{d\theta^2}+u=a+b\theta+c\theta^2.$

(2.) $(ay+bx)^n\frac{d^2y}{dx^2}=A.$

(3.) $a\frac{d^2\nu}{dx^2}+b\frac{d^2\nu}{dy^2}=f(x)$

when $\iint fx \,.\, dx^2=m^2f(x).$

7. Show that $\int_0^{\frac{\pi}{2}}\frac{\theta\, d\theta}{\tan\theta}=\frac{\pi}{2}\log 2$, and $\int_0^{\infty}\frac{\log 2\; d\, 2}{k^2+2^2}=\frac{\pi}{2}\frac{\log k}{k}.$

8. Trace the curves—

(1.) $y^3-7x^2y+bx^3=a^3.$

(2.) $y=\frac{x^2}{a\pm\sqrt{b-x^2}}.$

Show what (1) becomes when $a=0$.

9. Find the equation of a right cone which has its vertex at origin, vertical $\angle$ $2a$, and direction cosines of its axis (l, m, n).

Find conditions that the straight line $\frac{x-a}{\lambda}=\frac{y-\beta}{\mu}=\frac{2-\gamma}{\nu}$ may touch the cone in the point (a, β, γ).

10. Find the equation of the tangent plane to surface $F(x, y, 2)=0$ at a given point. From 0 the origin of co-ordinates $a \perp^{r} 0^{y}$ is drawn to the tangent plane at any part of the surface $\frac{x^3}{a^3}+\frac{y^3}{b^3}+\frac{2^3}{c^3}=1$: in $0y$, produced if necessary, a point Q is taken such that $0Q \,.\, 0y=K^2$, show that locus of Q is—

$$a^{\frac{3}{2}}x^{\frac{3}{2}}+b^{\frac{3}{2}}y^{\frac{3}{2}}+c^{\frac{3}{2}}z^{\frac{3}{2}}=l^3.$$

11. Show that the envelope of the plane $ax+\beta y+\gamma 2=d^2$, when a, β, γ vary, subject to the condition $\frac{a^2}{a^2}+\frac{\beta^2}{b^2}+\frac{\gamma^2}{c^2}=1$ is

$$a^2x^2+b^2y^2+c^2z^2=d^4.$$

Robert Romer, *Professor.*

Geology and Mineralogy.—Third Year's Engineering Scholarship.

1. Give the characters of the stratified and unstratified groups of rocks.
2. Describe gneiss and mica schist, and to what division of rocks are they referable ?
3. What is the nature of Dolomitic Limestone, and what formation in the British Isles affords this in the greatest abundance ?
4. What are the characters of the rocks which belong to the Porphyry series ?
5. What is the position, and what is the nature of the Laurentian rocks ?
6. What is the position of the Caithness flags, and what fossils characterize these ?
7. What is the position of the Kupperschiefer ; what is its nature, and what fossils serve to characterize it ?
8. Name the commercial products afforded by the Eocene formation.
9. What is the mineral, and what is its composition, from whence the tin of commerce is obtained ?
10. Describe the general composition of the minerals belonging to the Zeotitic family.

Robert Harkness, *Professor.*

Appendix B.

Examination Papers for Scholarships.

FACULTY OF LAW.

EQUITY.—SECOND YEAR STUDENTS.

1. Show that courts, both of law and equity, are bound to observe established rules and precedents.
2. What kind of obligations are enforced in equity?
3. Give some instances of the maxim that "equity follows law."
4. What is the distinction between the relief in a court of equity upon the breach of a contract relating to land and that given in a court of law?
5. Explain the doctrine of conversion in equity.

PERSONAL PROPERTY AND LAW OF CONTRACT.—SECOND YEAR STUDENTS.

1. State the principle of law which renders the assignment of a chose in action illegal.
2. Do deer kept in a park, hawks and hounds, on the death of the owner, go to his heir or executor? and explain the reason.
3. If a chattel, real or personal, be assigned to A and the heirs of his body, what estate or interest therein has A? Explain the reason.
4. Give an instance of a complete absolute property in goods.
5. If, while goods are in bailment, a third person should become possessed of them, and should wrongfully convert them to his own use, in whom is the right to recover the possession of them vested?
6. How is lien for salvage enforced? Can the claimant of salvage retain the ship or property in his own possession until his claim is satisfied?
7. What is the longest period for which any patent-right can be granted?
8. What are the principal conditions on which patents are granted?
9. What works are comprised in and may be the subject of copyright? and how long does the right of the author endure? And is there any and what distinction between the author and an assignee as to the right of duration for a longer term?
10. How is a copyright capable of being transferred?
11. How are contracts classified? Give an instance of each class.
12. How are debts classified by law? What is the writ called which enables a judgment creditor to arrest the person of the debtor?
13. Give the form generally used of a covenant of a bond—single, and with condition.
14. What is the difference between express and implied contracts, and give an instance of each?
15. State the difference between executed and executory contracts, and what contracts must be evidenced by a writing signed by the party to be charged?
16. How are legacies classified? Give an instance of each class.
17. What is meant by the ademption of a legacy?
18. What is the distinction between the office of an executor and an administrator?
19. How is the application or distribution of an intestate's effects regulated? and specify the shares to which his widow, children, and next of kin are entitled respectively.

Examination Papers for Scholarships.

SMITH'S LEADING CASES.—SECOND YEAR STUDENTS.

1. What were declared signs or badges of fraud in an assignment of goods in Twyne's case?

2. What is the leading case referred to upon the question whether a covenant runs with particular lands? and explain the law governing the question.

3. What case is cited as a leading one to exemplify the maxim, "ubi jus, ibi remedium?"

4. What proposition of law was affirmed in the case of Mitchel *v.* Reynolds, 1 P. W. 181?

5. What is the leading authority for the law that property in a bank note passes by delivery upon certain and what conditions?

EQUITY.—THIRD YEAR STUDENTS.

1. Explain the concurrent jurisdiction of law and equity in many species of fraud, accident, and trust, and what classes of subjects are exclusively within the jurisdiction of a court of equity.

2. Give an instance illustrative of the doctrine that in equity what ought to be done is regarded as having been done.

3. Explain the equitable maxim, "Equality is equity," by reference to the doctrine of "election," and the different application of assets by courts of equity and law.

4. What is meant by "equitable waste," and how may it be stayed or prevented?

5. If a woman, after a contract of marriage, assign or convey any of her property without the knowledge of the intended husband, what is the effect of her deed?

6. In what manner may power to dispose of property be given to a married woman independently of her husband?

7. What is meant by a wife's equity for a settlement, and upon what kind of property does it attach?

8. Conditions restraining the right of alienation of property are generally invalid. What exception exists in equity to this principle? and in whose favour is it applied?

9. What is the effect in equity of a conveyance of lands to trustees upon trust for sale, in reference to the descent of the lands before the execution of the trust?

MICHAEL BARRY, *Professor.*

FACULTY OF MEDICINE.

PATHOLOGY.—FOURTH YEAR STUDENTS.

1. What is the character of the blood in rheumatism? What organs does it chiefly affect?

2. What is the difference between the state of the blood in anæmia and chlorosis?

3. What are the various causes which may produce general anasarca? and give the explanation of its mode of production in each case.

4. What are the alterations that take place in albonuenusia and the tests required to ascertain them?

AppendixB. Examination Papers for Scholarships.

5. What is the colour of the skin in advanced cirrhosis of the liver, and the appearance of the bile found in the gall bladder after death?

6. How is secondary cancer produced?

7. What are the various forms of metamorphosis which tubercle may undergo?

8. What ports of the body are most liable to be the seat of tubercle in the different periods of life—infancy, childhood, and adult life?

9. To what diseases is the brain most liable in childhood and old age?

10. What are the effects of adherent pericardim on the structure of the heart, and the cause of the change?

D. C. O'Connor, *Professor.*

Therapeutics.—Senior Scholarships.

1. Whot are the indications for the use of diuretics; what for diaphoretice, in dropsical effusions?

2. What are the chief cautions to be observed in the administration of tonics?

3. Contrast the action of stimulants with that of tonics.

4. What are the sources of action of emetics? Whot the indications for their use?

5. Give a general outline of the therapeutical employment of expectorants.

6. How do medicinal agents affect the coustitution of the blood?

7. How do emmenagoguos act; and what are the indications for their us?

Materia Medica.—Third Year Scholarships.

1. How are quinia, cinchonia, and quinidia distinguished from each other?

2. What is the difference between the action of chloroform and ether?

3. Describe the reactions which take place in the preparation of subnitrate of bismuth.

4. Describe the physiological action and therapeotical uses of opium.

5. Give the Latin name of monkshood; its action, uses, preparations, and doses.

6. How do tartar emetic and hippo differ as emetics?

7. What are the physiological action and therapeutical uses of elaterium?

Purcell O'Leary, *Professor.*

Botany.—Second Year Students.

1. Name those British orders of *Calyciflorœ* in which the ovary is apocarpous.

2. Compare the orders *Scrophularineœ* and *Solanaceœ.*

3. Describe the flower of any Thalamiflorous plant with which yoo are acquainted.

4, 5. Define the terms—stem, leaf, glume, capsule, siliqua, chalaza, and radiole.

Examination Papers for Scholarships.

ZOÖLOGY.

1. Define the class *Echinodermata*.
2. Describe the respiratory system of an Insect.
3. To what orders and classes do the following genera belong :—*Aphis*; *Castor*; *Limax*; *Phoca*; *Sylvia*; *Turbo*; and *Xiphias*?

4, 5. Contrast the teeth of Reptiles with those of Mammals.

J. REAY GREENE, *Professor*.

MIDWIFERY.—FOURTH YEAR STUDENTS.

1. What are the phenomena of superfœtation, properly so called? Is the fact of its occurrence considered as established? What are the physical difficulties in the way of superfœtation; and can they be explained away.

2. In an abortion, the cord has broken, and the fœtus has come away, leaving the placenta and membranes in the uterus; how would you manage the case; what dangers are to be apprehended; and what is the probable termination?

3. By what diagnostic marks would you discriminate between a large fœtus born at seven months, and a small one born "at term?"

4. Give the symptoms and signs of rigidity of the os uteri as a functional complication of labour; and also of the same condition depending on structural change, with the line of treatment applicable to each.

5. Mention the chief conditions during labour which may require the operation of version or turning. Describe the mode of performing the operation. Mention also the danger to be apprehended from it, and the recent modifications calculated to lessen these.

6. Under what circumstances is post-partum hemorrhage likely to occur? What means have we by previous management, of obviating its occurrence? What is the principle of treatment in these cases?

J. (R.) HARVEY, A.B., M.D., *Professor*.

ANATOMY AND PHYSIOLOGY.

SECOND YEAR STUDENTS.

1. Mention the relative proportions of fibrine and albumen in the normal state of the blood.
2. Describe the corpuscles of the human blood.
3. What is the cause of the impulse of the heart?
4. How are the arteries, by their structure, adapted to promote the circulation of the blood?
5. Describe the position, structure, and also the ducts of the salivary glands.
6. Describe the pulmonary veins, and the left auricle of the heart.
7. Describe the trachea and bronchi.
8. State the chemical composition of bone, and describe the features presented on viewing a transverse section of long bone under the microscope.

THIRD YEAR STUDENTS.

1. Describe the disposition of the capillary vessels in muscles, nerves, and gray nervous substance.
2. Describe cuticle, sebaceous follicles, and sudoriparous glands.

Appendix B.

Examination Papers for Scholarships.

3. State the offices performed by the skin.

4. Contrast the duration and character of auricular diastole and systole with the same actions as they occur in the ventricles.

5. How do you explain the occurrence of the aqueous vapour exhaled from the respiratory passages?

6. Describe the inferior laryngeal nerves, and state the results obtained from their experimental section in animals.

7. Describe the anterior, middle, and posterior cerebral commissures; then describe the third ventricle of the brain.

8. Describe the structure and relations of the large intestine from its commencement to its termination.

FOURTH YEAR STUDENTS.

1. Describe generally and minutely the mucous membrane of the small intestines, Brunner's glands, Lieberkühn's follicles, and the glands of Peyer.

2. Describe the structure of the intestinal villi.

3. What explanations have been advanced in order to account for the rhythmical action of the heart?

4. How may it be demonstrated that the coats of the blood vessels receive an influence from certain portions of the nervous system?

5. How does the development of the septum ventriculorum proceed in the fœtal heart?

6. What is the anatomical structure of a Pacinian corpuscle?

7. For what purposes in the animal economy is the oxygen introduced by respiration employed in addition to its effects on the blood?

8. Describe the cortical substance of the kidney, the Malpighian bodies, and tubuli uriniferi.

9. Describe the position, connexions, and structure of the pancreas.

10. Describe the portio mollis nerve.

PRACTICAL ANATOMY.

THIRD YEAR STUDENTS.

1. State the origin, course, and branches of the ulnar nerve.

2. State the attachments and relations of the anterior scalenus muscle.

3. Describe the cremaster muscle, and mention the source of its nervous supply.

4. Describe the serous and fibrous tunics of the testis.

5. Describe the deep perineal fascia and the connexions of the membranous and bulbous portions of the urethra.

6. Describe the connexions of the fascia lata, the saphenous opening, and the falciform process.

7. Describe the arteria innominata.

8. Describe the ligaments of the ilio-femoral articulation, and state precisely the relations of the surrounding muscles.

FOURTH YEAR STUDENTS.

1. Describe the inferior turbinated bone, and mention its connexions.

2. How are the first and second cervical vertebræ connected with each other, and with the head? Describe the articular surfaces and ligaments.

3. Describe the fascia iliaca and fascia pelvica.

Appendix B.
Examination Papers for Scholarships.

4. Describe the attachments and relations of the levatores ani muscles.

5. Describe the shape, size, connexions, relations, and structure of the prostate gland.

6. Mention the origin, course, and branches of the great gluteal artery.

7. State the attachments and relations of the superior constrictors of the pharynx.

8. Describe the origins, insertions, and relations of the superior and inferior oblique muscles of the eye.

9. Describe the origin, course, and branches of the external popliteal nerve.

J. H. Corbett, *Professor.*

Chemistry.—Scholarships in Medicine and Engineering.

1. What is the characteristic distinction between chemical and physical action?

2. Give an outline of the manufacture of sulphuric acid.

3. Explain the nature of a salt radical.

4. By what theory can you show that an oxacid and a hydracid are formed on the same type, and give rise to salts having similarity of composition?

5. What is isomorphism? Show the isomorphous relations of the oxides of iron and alumina.

6. Give the mode of preparation and the properties of boracic acid.

7. Copper, iron, lime, and potash are in the same solution, how would you separate them from each other? What is the best test for each?

8. What is the composition of crystallized chrome alum? What oxides may be substituted for chromium in forming other alums?

9. What is the composition of gunpowder? What are the products formed by exploding it?

10. What is the position of the axes of the rhombic dodecahedron? Give the notation of its faces.

11. How is ethylic aldehyde prepared?

12. How is the atomic weight of an organic alkaloid ascertained?

Chemistry.—Senior Scholarship in Arts.

1. Show that oxacids and hydracids are formed on the same type and give rise to salts having a similarity of composition.

2. What is the general formula for reducing the volume of a gas from a higher to a lower temperature according to the centigrade scale? What volume at 0° C. would a gas occupy which at 100° C. measures 40·1 cubic inches?

3. Give the preparation and the properties of the allotropic forms of oxygen and phosphorus.

4. How would you distinguish the salt of a bibasic acid from a double salt?

5. Give the mode of preparation and the properties of marsh and of olefiant gases.

6. What is the theory of the natural formation of nitrates of potash and of soda? Describe the mode of preparing nitre by artificial nitre beds.

7. Give the position and the relations of the axes of the primary and of the inverse hexagonal dodecahedrons. Give the notation of the faces of the hexagonal prisms, with terminal planes, derived from each.

8. Give an outline of the metallurgy of copper.

Appendix B. Examination Papers for Scholarships.

9. Give the empirical formula of an organic substance, of which 0·31 grm. yield on combustion 0·62 grm. of carbonic acid, and 0·2536 grm. of water.

10. What is meant by an anhydride? How may sulphuric and acetic anhydrides be obtained.

11. Give examples of primary, secondary, and tertiary monamines.

N.B.—The examination in Practical Chemistry will take place in the laboratory.

J. Blyth, *Professor.*

Appendix C. Selection of Papers used at the Sessional Examinations.

APPENDIX C.

SELECTION OF EXAMINATION PAPERS USED AT THE SESSIONAL EXAMINATIONS.

SENIOR GREEK CLASS.

Translate :—

(A).—SOPHOCLES—*Antigone.*

πολλὰ τὰ δεινὰ κοὐδὲν ἀνθρώπου δεινότερον πέλει·
τοῦτο καὶ πολιοῦ πέραν πόντου χειμερίῳ νότῳ
χωρεῖ, περιβρυχίοισιν
περῶν ὑπ᾽ οἴδμασιν,
θεῶν τε τὰν ὑπερτάταν, Γᾶν
ἄφθιτον, ἀκαμάταν ἀποτρύεται,
ἰλλομένων ἀρότρων ἔτος εἰς ἔτος, ἱππείῳ γένει πολεύων.
κουφονόων τε φῦλον ὀρνίθων ἀμφιβαλὼν ἄγει
καὶ θηρῶν ἀγρίων ἔθνη, πόντου τ᾽ εἰναλίαν φύσιν
σπείραισι δικτυοκλώστοις,
περιφραδὴς ἀνήρ·
κρατεῖ δὲ μηχαναῖς ἀγραύλου
θηρὸς ὀρεσσιβάτα, λασιαύχενά θ᾽
ἵππον ἄξεται ἀμφίλοφον ζυγὸν οὔρειόν τ᾽ ἀκμῆτα ταῦρον.
καὶ φθέγμα καὶ ἀνεμόεν φρόνημα καὶ ἀστυνόμους
ὀργὰς ἐδιδάξατο καὶ δυσαύλων
πάγων ὑπαίθρεια καὶ
δύσομβρα φεύγειν βέλη·
παντοπόρος, ἄπορος ἐπ᾽ οὐδὲν ἔρχεται
τὸ μέλλον· Ἅιδα μόνον
φεῦξιν οὐκ ἐπάξεται·
νόσων δ᾽ ἀμηχάνων φυγὰς ξυμπέφρασται.
σοφόν τι τὸ μηχανόεν τέχνας ὑπὲρ ἐλπίδ᾽ ἔχων
ποτὲ μὲν κακὸν, ἄλλοτ᾽ ἐπ᾽ ἐσθλὸν ἕρπει·
νόμους παραιρῶν χθονὸς
θεῶν τ᾽ ἔνορκον δίκαν,
ὑψίπολις· ἄπολις ὅτῳ τὸ μὴ καλὸν
ξύνεστι τόλμας χάριν.
μήτ᾽ ἐμοὶ παρέστιος
γένοιτο μήτ᾽ ἴσον φρονῶν ὃς τάδ᾽ ἔρδει.
ἐς δαιμόνιον τέρας ἀμφινοῶ
τόδε, πῶς εἰδὼς ἀντιλογήσω
τήνδ᾽ οὐκ εἶναι παῖδ᾽ Ἀντιγόνην.
ὦ δύστηνος
καὶ δυστήνου πατρὸς Οἰδιπόδα,
τί ποτ᾽; οὐ δή που σέ γ᾽ ἀπιστοῦσαν
τοῖς βασιλείοισιν ἀπάγουσι νόμοις
καὶ ἐν ἀφροσύνῃ καθελόντες.

1. Give an analysis of the above ode, explaining its several parts.

2. V. i. *πολλὰ τὰ δεινά—πολλά τε δεινά.* Which reading do you prefer, and why? Notice and comment on any other various readings in the text of the extract, conjectural or otherwise.

3. What is the difficulty in the construction of *ἐπ' οὐδὲν ἔρχεται τὸ μέλλον*, and how do you explain it?

4. What are the exact meanings of *ἐπάγεσθαι* and *ἀπάγειν* respectively?

5. What were the usual sub-divisions and component parts of a Greek tragedy, and how far are they exhibited in the Antigone?

Translate :—

(B).—PLATO—*Phædo.*

αἰσθάνει οὖν, ἦ δ' ὅς, ὅτι ταῦτά σοι ξυμβαίνει λέγειν, ὅταν φῇς μὲν εἶναι τὴν ψυχὴν πρὶν καὶ εἰς ἀνθρώπου εἶδός τε καὶ σῶμα ἀφικέσθαι, εἶναι δ' αὐτὴν ξυγκειμένην ἐκ τῶν οὐδέπω ὄντων; οὐ γὰρ δὴ ἁρμονία γέ σοι τοιοῦτόν ἐστιν ᾧ ἀπεικάζεις, ἀλλὰ πρότερον καὶ ἡ λύρα καὶ αἱ χορδαὶ καὶ οἱ φθόγγοι ἔτι ἀνάρμοστοι ὄντες γίγνονται, τελευταῖον δὲ πάντων ξυνίσταται ἡ ἁρμονία καὶ πρῶτον ἀπόλλυται. οὗτος οὖν σοι ὁ λόγος ἐκείνῳ πῶς ξυνᾴσεται; Οὐδαμῶς, ἔφη ὁ Σιμμίας. καὶ μήν, ἦ δ' ὅς, πρέπει γε εἴπερ τῳ ἄλλῳ λόγῳ ξυνῳδῷ εἶναι καὶ τῷ περὶ ἁρμονίας. πρέπει γάρ, ἔφη ὁ Σιμμίας. οὗτος τοίνυν, ἔφη, σοὶ οὐ ξυνῳδός, ἀλλ' ὅρα· πότερον αἱρεῖ τῶν λόγων, τὴν μάθησιν ἀνάμνησιν εἶναι ἢ ψυχὴν ἁρμονίαν; Πολὺ μᾶλλον, ἔφη, ἐκεῖνον, ὦ Σώκρατες. ὅδε μὲν γάρ μοι γέγονεν ἄνευ ἀποδείξεως μετὰ εἰκότος τινὸς καὶ εὐπρεπείας, ὅθεν καὶ τοῖς πολλοῖς δοκεῖ ἀνθρώποις· ἐγὼ δέ τοῖς διὰ τῶν εἰκότων τὰς ἀποδείξεις ποιουμένοις λόγοις ξύνοιδα οὖσιν ἀλαζόσι, καὶ ἄν τις αὐτοὺς μὴ φυλάττηται, εὖ μάλα ἐξαπατῶσι, καὶ ἐν γεωμετρίᾳ καὶ ἐν τοῖς ἄλλοις ἅπασιν. ὁ δὲ περὶ τῆς ἀναμνήσεως καί μαθήσεως λόγος δι' ὑποθέσεως ἀξίας ἀποδέξασθαι εἴρηται. ἐρρήθη γάρ που οὕτως ἡμῶν εἶναι ἡ ψυχὴ καὶ πρὶν εἰς σῶμα ἀφικέσθαί, ὥσπερ αὐτῆς ἔστιν ἡ οὐσία ἔχουσα τὴν ἐπωνυμίαν τὴν τοῦ ὃ ἔστιν.

1. What is the inconsistency of which Socrates here convicts Simmias?

2. Analyse carefully the construction of the last sentence of the extract?

3. Explain clearly Plato's doctrine of *opposites;* and the way in which he applies it in proof of the immortality of the soul.

4. Re-translate the following phrases into Greek :—

(*a*). "When Socrates had thus spoken, Cebes took up the discourse, and said"—

(*b*). I should be glad to hear what opinion you have about the matter."

(*c*). What then? Do we also experience something of the same kind, or not, in regard to things that are equal and to abstract equality?"

Translate :—

(C).—HOMER—*Iliad*, Book X., vv. 119–142.

τὸν δ' αὖτε προσέειπεν ἄναξ ἀνδρῶν Ἀγαμέμνων·
ὦ γέρον, ἄλλοτε μέν σε καὶ αἰτιάασθαι ἄνωγα· 120
πολλάκι γὰρ μεθιεῖ τε καὶ οὐκ ἐθέλει πονέεσθαι,
οὔτ' ὄκνῳ εἴκων οὔτ' ἀφραδίῃσι νόοιο,
ἀλλ' ἐμέ τ' εἰσορόων, καὶ ἐμὴν ποτιδέγμενος ὁρμήν.
νῦν δ' ἐμέο πρότερος μάλ' ἐπέγρετο καί μοι ἐπέστη.

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τὸν μὲν ἐγὼ προέηκα καλήμεναι, οὓς σὺ μεταλλᾷς. 125
ἀλλ' ἴομεν· κείνους δὲ κιχησόμεθα πρὸ πυλάων
ἐν φυλάκεσσ'· ἵνα γάρ σφιν ἐπέφραδον ἠγερέθεσθαι.
τὸν δ' ἠμείβετ' ἔπειτα Γερήνιος ἱππότα Νέστωρ·
οὕτως οὔ τίς οἱ νεμεσήσεται οὐδ' ἀπιθήσει
Ἀργείων, ὅτε κέν τιν' ἐποτρύνῃ καὶ ἀνώγῃ. 130
Ὣς εἰπὼν ἔνδυνε περὶ στήθεσσι χιτῶνα,
ποσσὶ δ' ὑπὸ λιπαροῖσιν ἐδήσατο καλὰ πέδιλα,
ἀμφὶ δ' ἄρα χλαῖναν περονήσατο φοινικόεσσαν,
διπλῆν, ἐκταδίην, οὔλη δ' ἐπενήνοθε λάχνη.
εἵλετο δ' ἄλκιμον ἔγχος, ἀκαχμένον ὀξέϊ χαλκῷ, 135
βῆ δ' ἰέναι κατὰ νῆας Ἀχαιῶν χαλκοχιτώνων.
πρῶτον ἔπειτ' Ὀδυσῆα Διὶ μῆτιν ἀτάλαντον
ἐξ ὕπνου ἀνέγειρε Γερήνιος ἱππότα Νέστωρ
φθεγξάμενος. τὸν δ' αἶψα περὶ φρένας ἤλυθ' ἰωή,
ἐκ δ' ἦλθε κλισίης, καί σφεας πρὸς μῦθον ἔειπεν· 140
τίφθ' οὕτω κατὰ νῆας ἀνὰ στρατὸν οἶοι ἀλᾶσθε
νύκτα δι' ἀμβροσίην; ὅ τι δὴ χρειὼ τόσον ἵκει.

1. Discuss the meaning and derivation of *οὔλη*, and explain the grammatical forms :—*ποτιδέγμενος*, *ἐπέγρετο*, *ἠγερέθεσθαι*, *ἐπενήνοθε*, *ἀκαχμένον*, *ἱππότα*, *καλήμεναι*.

2. Explain the construction of the concluding words of the extract.

3. State *briefly* the arguments *against* the individuality of Homer.

4. Notice a peculiarity in the scansion of v. 133, and point out the places in the extract where the Ϝ seems necessary.

JUNIOR GREEK CLASS.

Translate :—

(A).—EURIPIDES—*Hippolytus*, vv. 1205–1241.

. . . . . εἰς δ' ἁλιρρόθους 1205
ἀκτὰς ἀποβλέψαντες ἱερὸν εἴδομεν
κῦμ' οὐρανῷ στηρίζον, ὥστ' ἀφῃρέθη
Σκείρωνος ἀκτὰς ὄμμα τοὐμὸν εἰσορᾶν·
ἔκρυπτε δ' Ἰσθμὸν καὶ πέτραν Ἀσκληπιοῦ.
κἄπειτ' ἀνοιδῆσάν τε καὶ πέριξ ἀφρὸν 1210
πολὺν καχλάζον ποντίῳ φυσήματι
χωρεῖ πρὸς ἀκτάς, οὗ τέθριππος ἦν ὄχος.
αὐτῷ δὲ σὺν κλύδωνι καὶ τρικυμίᾳ
κῦμ' ἐξέθηκε ταῦρον ἄγριον τέρας,
οὗ πᾶσα μὲν χθὼν φθέγματος πληρουμένη 1215
φρικῶδες ἀντεφθέγγετ', εἰσορῶσι δὲ
κρεῖσσον θέαμα δεργμάτων ἐφαίνετο.
εὐθὺς δὲ πώλοις δεινὸς ἐμπίπτει φόβος·
καὶ δεσπότης μὲν ἱππικοῖσιν ἤθεσι
πολὺς ξυνοικῶν ἥρπασ' ἡνίας χεροῖν, 1220
ἕλκει δὲ κώπην ὥστε ναυβάτης ἀνὴρ
ἱμᾶσιν εἰς τοὔπισθεν ἀρτήσας δέμας·
αἱ δ' ἐνδακοῦσαι στόμια πυριγενῆ γνάθοις
βίᾳ φέρουσιν, οὔτε ναυκλήρου χερὸς
οὔθ' ἱπποδέσμων οὔτε κολλητῶν ὄχων 1225
μεταστρέφουσαι. κεἰ μὲν εἰς τὰ μαλθακὰ
γαίας ἔχων οἴακας ἰθύνοι δρόμον,

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προυφαίνετ' εἰς τοὔμπροσθεν, ὥστ' ἀναστρέφειν,
ταῦρος φόβῳ τέτρωρον ἐκμαίνων ὄχον·
εἰ δ' εἰς πέτρας φέροιντο μαργῶσαι φρένας,
σιγῇ πελάζων ἄντυγι ξυνείπετο,
εἰς τοῦθ' ἕως ἔσφηλε κἀνεχαίτισεν,
ἀψῖδα πέτρῳ προσβαλὼν ὀχήματος.
σύμφυρτα δ' ἦν ἅπαντα· σύριγγές τ' ἄνω
τροχῶν ἐπήδων ἀξόνων τ' ἐνήλατα.
αὐτὸς δ' ὁ τλήμων ἡνίαισιν ἐμπλακεὶς
δεσμὸν δυσεξήνυστον ἕλκεται δεθείς,
σποδούμενος μὲν πρὸς πέτραις φίλον κάρα,
θραύων δὲ σάρκας, δεινὰ δ' ἐξαυδῶν κλύειν·
στῆτ', ὦ φάτναισι ταῖς ἐμαῖς τεθραμμέναι,
μή μ' ἐξαλείψητ' · ὦ πατρὸς τάλαιν' ἀρά.

1. Parse fully:—ἀκτάς, εἰσορᾶν, εἰσορῶσι, δεργμάτων, ἐνδακοῦσαι, μαργῶσαι, επηδων, ἐμπλακείς, στῆτε, τεθραμμέναι, ἐξαλείψητε.
2. Derive or decompound:—ἁλίρροθος, καχλάζειν, ἀκτή, τέθριππος, φρικώδης, ναύκληρος, προυφαίνετο, τοὔμπροσθεν, τέτρωρος, ἀναχαιτίζω, ξύμφυρτος, ἐνήλατα, δυσεξήνυστος.
3. Describe the localities referred to in the above passage.
4. When is the subjunctive mood used, instead of the imperative, in prohibitions? Illustrate your answer from the text.

Translate:—

(B).—DEMOSTHENES—*Olynthiac Orations.*

τὸ μὲν οὖν ἐπιτιμᾶν ἴσως φήσαι τις ἂν ῥᾴδιον καὶ παντὸς εἶναι, τὸ δ' ὑπερ τῶν παρόντων ὅ τι δεῖ πράττειν ἀποφαίνεσθαι, τοῦτ' εἶναι συμβούλου. ἐγὼ δ' οὐκ ἀγνοῶ μέν, ὦ ἄνδρες 'Αθηναῖοι, τοῦθ', ὅτι πολλάκις ὑμεῖς οὐ τοὺς αἰτίους, ἀλλὰ τοὺς ὑστάτους περὶ τῶν πραγμάτων εἰπόντας ἐν ὀργῇ ποιεῖσθε, ἄν τι μὴ κατὰ γνώμην ἐκβῇ· οὐ μὴν οἶμαι δεῖν τὴν ἰδίαν ἀσφάλειαν σκοποῦνθ' ὑποστείλασθαι περὶ ὧν ὑμῖν συμφέρειν ἡγοῦμαι. φημὶ δὴ διχῇ βοηθητέον εἶναι τοῖς πράγμασιν ὑμῖν, τῷ τε τὰς πόλεις τοῖς 'Ολυνθίοις σώζειν καὶ τοὺς τοῦτο ποιήσοντας στρατιώτας ἐκπέμπειν, καὶ τῷ τὴν ἐκείνου χώραν κακῶς ποιεῖν καὶ τριήρεσι καὶ στρατιώταις ἑτέροις· εἰ δὲ θατέρου τούτων ὀλιγωρήσετε, ὀκνῶ μὴ μάταιος ὑμῖν ἡ στρατεία γένηται. εἴτε γὰρ ὑμῶν τὴν ἐκείνου κακῶς ποιούντων ὑπομείνας τοῦτο Ὄλυνθον παραστήσεται, ῥᾳδίως ἐπὶ τὴν οἰκείαν ἐλθὼν ἀμυνεῖται· εἴτε βοηθησάντων μόνον ὑμῶν εἰς Ὄλυνθον ἀκινδύνως ὁρῶν ἔχοντα τὰ οἴκοι προσκαθεδεῖται καὶ προσεδρεύσει τοῖς πράγμασι, περιέσται τῷ χρόνῳ τῶν πολιορκουμένων. δεῖ δὴ πολλὴν καὶ διχῇ τὴν βοήθειαν εἶναι.

1. Explain carefully the construction of the first sentence in the extract.
2. τὰς πόλεις. What cities are meant?
3. What are the literal meanings of ὑποστείλασθαι and παραστήσεται?
4. Explain the formation and construction of verbal adjectives.
5. Parse προσκαθεδεῖται and derive ὀλιγωρεῖν; and write down in full all the persons of the first.
6. In what year, and under what circumstances, were the Olynthiac orations delivered? Describe accurately the situation of Olynthus, and give a brief sketch of its history.

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GREEK COMPOSITION.—SENIOR and THIRD YEAR'S CLASSES.

Translate into Attic Greek of the age of Plato :—

Euphranor.—What you now say is very intelligible : I wish I understood your main principle as well.

Alciphron.—And are you then really at a loss? Is it possible you should have no notion of beauty, or that having it you should not know it to be amiable—amiable, I say, in itself, and for itself?

Eu.—Pray tell me, Alciphron, are all mankind agreed in the notion of a beauteous face?

Al.—Beauty in human kind seems to be of a more mixed and various nature; forasmuch as the passions, sentiments, and qualities of the soul, being seen through and blending with the features, work differently on different minds, as the sympathy is more or less. But with regard to other things, is there no steady principle of beauty? Is there upon earth a human mind without the idea of order, harmony, and proportion?

Eu.—O Alciphron, it is my weakness that I am apt to be lost and bewildered in abstractions and generalities; but a particular thing is better suited to my faculties.

Into Greek Iambics :—

I had not thought to have unlock'd my lips
In this unhallowed air, but that this juggler
Would think to charm my judgment, as mine eyes,
Obtruding false rules prank'd in Reason's garb.
I hate when Vice can bolt her arguments,
And Virtue has no tongue to check her pride.
Impostor, do not charge most innocent Nature,
As if she would her children should be riotous
With her abundance ; she, good cateress,
Means her provision only to the good,
That live according to her sober laws,
And holy dictate of spare temperance.

JOHN RYALL, *Professor.*

SENIOR LATIN CLASS.

Translate :—

JUVENAL, IV., 53–71.

Si quid Palfurio, si credimus Armillato,
Quidquid conspicuum pulchrumque est aequore toto,
Res fisci est, ubicumque, natat : donabitur ergo,
Ne pereat. Iam letifero cedente pruinis
Autumno, iam quartanam sperantibus aegris,
Stridebat deformis hiems praedamque recentem
Servabat : tamen hic properat, velut urgeat Auster ;
Utque lacus suberant, ubi quamquam diruta servat
Ignem Troianum et Vestam colit Alba minorem,
Obstitit intranti miratrix turba parumper.
Ut cessit, facili patuerunt cardine valvae ;
Exclusi exspectant admissa obsonia patres ;
Itur ad Atridem. Tum Picens, Accipe, dixit,
Privatis maiora focis ; genialis agatur
Iste dies ; propera stomachum laxare saginis,

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Et tua servatum consume in secula rhombum;
Ipse capi voluit. Quid apertius? et tamen illi
Surgebant cristae. Nihil est, quod credere de se
Non possit, quum laudatur dis aequa potestas.

1. Describe the Temple of Theseus at Athens.
2. Describe accurately the situation of Circeii, Rutupiæ, Prochyta, Aquinum, and Mons Viminalis.
3. Relate the reign of Domitian; notice the discrepancies in the accounts given of him by Roman authors.
4. Discuss some various readings in the Third Satire.
5. Explain the words—*abolla*, *lacunar*, *prætextatus*, *archetypus*, *tæchnobates*, and *pinnirapus*.

Translate into Sapphics:—

Suns that set, and moons that wane,
Rise and are restored again;
Stars that orient day subdues,
Night at her return renews.
Herbs and flowers, the beauteous birth
Of the genial womb of earth,
Suffer but a transient death
From the winter's cruel breath;
Zephyr speaks; serener skies
Warm the glebe, and they arise.
We alas! earth's haughty kings,
We that promise mighty things,
Losing soon life's happy prime,
Droop and fade in little time.
Spring returns, but not our bloom,
Still 'tis winter in the tomb.

Translate into Elegiacs:—

Dear is that shed to which his soul conforms,
And dear that hill which lifts him to the storms;
And as a child, when scaring sounds molest,
Clings close and closer to the mother's breast,
So the loud torrent, and the whirlwind's roar,
But bind him to his native mountains more.

Translate:—

Cicero—*De Finibus*, Book I., c. 3.

Quamquam, si plane sic verterem Platonem aut Aristotelem, ut verterunt nostri poëtae fabulas, male, credo, mererer de meis civibus, si ad eorum cognitionem divina illa ingenia transferrem! Sed id neque feci adhuc nec mihi tamen ne faciam interdictum puto. Locos quidem quosdam, si videbitur, transferam, et maxime ab iis, quos modo nominavi quum inciderit ut id apte fieri possit, ut ab Homero Ennius, Afranius a Menandro solet. Nec vero, ut noster Lucilius, recusabo quo minus omnes mea legant. Utinam esset ille Persius! Scipio vero et Rutilius multo etiam magis: quorum ille iudicium reformidans Tarentinis ait se et Consentinis et Siculis scribere. Facete is quidem, sicut alias, sed neque tam docti tum erant, ad quorum iudicium elaboraret, et sunt illius scripta leviora, ut urbanitas summa appareat, doctrina mediocris. Ego autem quem timeam lectorem, quum ad te ne Graecis quidem cendentem in philosophia audeam scribere? Quamquam a te ipso id quidem facio provocatus gratissimo mihi libro, quem ad me 'de virtute' misisti.

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1. When did Cicero write this treatise?
2. Give a summary of the First Book of *De Finibus*.
3. Illustrate Cicero's account of the Epicurean philosophy by references to Lucretius.
4. Quote some passages from Cicero's letters to Atticus in which he mentions his philosophical works.

Translate into Latin :—

I do not indeed know, but I certainly think that you are egregiously mistaken. I think, O allies, that you obey the Roman people according to the letter only, not according to the spirit. He did not indeed extinguish the fire, but he certainly checked it. You act indeed in a friendly manner, but do not imagine that that stain can be effaced. You relate, indeed, very agreeable news, but do not say anything merely to please me. I hope, indeed, that you are reporting to me truly the opinion you entertain, but I fear that you are saying it merely to please me.

Chatham, at the time of his decease, had not, in both Houses of Parliament, ten personal adherents. Half the public men of the age had been estranged from him by his errors, and the other half by the exertions which he had made to repair his errors. His last speech had been an attack at once on the policy pursued by the Government, and on the policy recommended by the opposition. But death restored him to his old place in the affection of his country. Who could bear unmoved of the fall of that which had been so great, and which had stood so long?

EXTRA AND THIRD YEAR'S LATIN CLASS.

Translate :—

PLAUTUS—*Pseudolus*, Act I., sc. 3, v. 30.

Ps. Potin ut semel modo, Ballio, huc cum lucro respicias?
Ba. Respiciam istoc pretio : nam si sacruficem summo Ioui
Atque in manibus exta teneam ut poriciam, interea loci
Si lucri quid detur, potius rem diuinam deseram.
Non potis [est] pietati opsisti huic, ututi res sunt ceterae.
Ca. Deos quidem, quos maxume aequomst metuere, eos minumi facit.
Ba. Conpellabo. Salue multum, serue Athenis pessume.
Ps. Di te deaeque ament uel huius arbitratu uel meo :
Vel, si dignu's alio pacto, neque ament nec faciant bene.
Ba. Quid agitur, Caludore? *Ca.* Amatur atque egetur acriter.
Ba. Misereat, si familiam alere possim misericordia.
Ps. Heia, scimus nos quidem te qualis sis: ne praedices.

TACITUS—*Annals*, III., 27.

Pulso Tarquinio adversum patrum factiones multa populus paravit tuendae libertatis et firmandae concordiae ; creatique decemviri, et accitis quae usquam egregia, compositae duodecim tabulae, finis aequi iuris. Nam secutae leges etsi aliquando in maleficos ex delicto, saepius tamen dissensione ordinum et apiscendi inlicitos honores aut pellendi claros viros aliaque ob prava per vim latae sunt. Hinc Gracchi et Saturnini turbatores plebis, nec minor largitor nomine senatus Drusus ; corrupti spe aut inlusi per intercessionem socii. Ac ne bello quidem Italico, mox civili omissum quin multa et diversa sciscerentur, donec L. Sulla dictator abolitis vel conversis prioribus, cum plura addidisset, otium eius rei haud in longum paravit, statim turbidis Lepidi rogationibus, neque multo post tribunis reddita licentia, quoquo vellent, populum agitandi. Iamque non modo in commune sed in singulos homines latae quaestiones, et corruptissima re publica plurimae leges.

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1. Give the forms used by Plautus for the following words:—*fecerit, curaveris, drachma, mallem, versa.*
2. What is meant by *lex quinavicenaria?*
3. Quote examples of the Bacchiac metre from Plautus and Terence.
4. What was the object of the Lex Papia Poppæa?
5. Give an account of the theatres at Rome.

Translate into Latin:—

Man, considered in himself, is a very helpless and a very wretched being. He is subject every moment to the greatest calamities and misfortunes. He is beset with dangers on all sides, and may become unhappy by numberless casualties, which he could not foresee, nor have prevented had he foreseen them. It is our comfort, while we are obnoxious to so many accidents, that we are under the care of One who directs contingencies, and has in his hands the management of everything that is capable of annoying or offending us, who knows the assistance we stand in need of, and is always ready to bestow it on those who ask it of him.

Translate into Lyric verse:—

'Twas at the royal feast, for Persia won
By Philip's warlike son:
  Aloft, in awful state,
  The godlike hero sate
On his imperial throne.
His valiant peers were placed around;
Their brows with roses and with myrtles bound:
So should desert in arms be crowned.

Translate into Elegiac verse:—

Forgive, blest shade! the tributary tear
  That mourns thy exit from a world like this!
Forgive the wish that would have kept thee here,
  And stayed thy progress to the world of bliss!

No more confined to grovelling scenes of night,
  No more a tenant pent in mortal clay:
Now should we rather hail thy glorious flight,
  And trace thy passage to the realms of day.

JUNIOR LATIN CLASS.

Translate:—

LIVY, II., 2.

Consuli primo tam novae rei ac subitae admiratio incluserat vocem; dicere deinde incipientem primores civitatis circumsistunt, eadem multis precibus orant. Et ceteri quidem movebant minus: postquam Spurius Lucretius, maior aetate ac dignitate, socer praeterea ipsius, agere varie rogando alternis suadendoque coepit, ut vinci se consensu civitatis pateretur, timens consul, ne postmodum privato sibi eadem illa cum bonorum amissione additaque alia insuper ignominia acciderent, abdicavit se consulatu, rebusque suis omnibus Lavinium translatis civitate cessit. Brutus ex senatus consulto ad populum tulit, ut omnes Tarquiniae gentis exsules essent. Collegam sibi comitiis centuriatis creavit P. Valerium, quo adiutore reges eiecerat.

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HORACE—*Satires*, I., 10, 20,

At magnum fecit, quod verbis Graeca Latinis
Miscuit. O seri studiorum, quine putetis
Difficile et mirum, Rhodio quod Pitholeonti
Contigit? At sermo lingua concinnus utraque
Suavior, ut Chio nota si commixta Falerni est.
Quum versus facias, te ipsum percontor, an et quum
Dura tibi peragenda rei sit caussa Petilli?
Scilicet oblitus patriaeque patrisque, Latine,
Quum Pedius caussas exsudet Poplicola atque
Corvinus, patriis intermiscere petita
Verba foris malis, Canusini more bilinguis?

1. Name the Roman historians who preceded Livy.
2. Characterize his style and give examples.
3. Write a summary of the second book.
4. Derive and explain the following words:—Vadimonium, idus, œnophorum, trigon, and ascetum.
5. Describe the situation of Tibur, Tarentum, the Campus Martius Clazomenæ, the Via Sacra, and Canusium.

Translate into Latin:—

What prevents us from doing this?
Nothing prevents you from doing this.
Nothing deters a wise man from obeying the laws of virtue.
Nothing deterred Caius from obeying the laws.
I fear that I shall not endure such labours.
I fear that he will not be able to endure such labours.
I fear that I shall increase your labours.
What prevents us from waging war by sea and land?

Translate into Latin Elegiacs:—

I have not imagined that, if Ossa should have born Pelion,
The bright stars could be touched by my hand.
Nor have I, having followed the mad camp of Enceladus,
Wielded arms against the gods, the lords of all things.
Nor, which the rash right-hand of Tydides did,
Have any deities been attacked by my weapons.

B. LEWIS, *Professor.*

ENGLISH LITERATURE.

1. Give some account of Layamon's "Brut," and the "Ormulum."
2. Compare the language of "Piers Plowman" with that of Chaucer.
3. Mention the principal Scottish poets who flourished in the period between Chaucer and Spenser.
4. What is poetry? Characterize the poetic genius of Spenser.
5. What are the merits and the alleged defects of the "Faerie Queene"?
6. Trace the origin of the European drama; and explain the terms *miracle, mystery, morality, interlude,* and *masque.*
7. Contrast the views of Ben Jonson and Shakespeare, on the relation of Art to Nature.
8. Enumerate the editions of Shakespeare's works; and review the principal critics of Shakespeare.

9. Enumerate the dramas of Ben Jonson.

10. Characterize the prose of Hooker, Bacon, Hobbes, and Sir Thomas Browne.

11. Trace the progress of the Correct School from Denham to Pope.

12. Review Milton's L'Allegro" and "Il Penseroso."

13. What were Dryden's principal satires? What were his chief didactic or controversial poems?

14. What controversy arose with regard to Pope's "Essay on Man"?

15. Review Pope's Essay on Criticism.

English Language.

1. Distinguish between External and Internal evidence: and show how this distinction bears upon the History of Language.

2. Give the evidence of Cæsar and Tacitus, with regard to the early inhabitants of Britain.

3. Specify the Roman invasions and occupation of Britain, with the dates.

4. Give an account of the Anglo-Saxon invasions, with the dates. What is the chief authority for the account commonly received?

5. What language was introduced into England by the Normans?

6. Explain and illustrate the Latin of the First, and the Latin of the Second Period.

Shakespeare's "Merchant of Venice."

7. Recount the two legends on which this drama is founded; and explain the meaning of those legends.

8. Has Shakespeare so far succeeded in combining the two stories, as to exhibit Unity of Design?

9. Explain the following passages, and especially the words in *italics*:—

(*a.*) I should not see the sandy hour-glass run,
But I should think of shallows and of flats;
And see my wealthy Andrew *dock'd in sand,*
Vailing her high top lower than her ribs,
To kiss her burial.

(*b.*) There *are* a sort of men whose visages
Do *cream* and *mantle*, like a standing pond;
And do a *wilful stillness* entertain,
With purpose to be dress'd in an opinion
Of wisdom, gravity, profound conceit:
As who should say, I am Sir Oracle,
And when I ope my lips, let no dog bark.

(*c.*) In my school-days, when I had lost one *shaft*,
I shot *his fellow* of the self-same flight
The self-same way with more advised watch,
To find the other *forth;* and by adventuring **both,**
I oft found both.

(*d.*) To *offend* and judge are distinct *offices*,
And of *opposed* natures.

(*e.*) I speak too long; but 'tis to *peize* the time.

(*f.*) The quality of mercy is *not strained.*

(*g.*) And earthly power doth then *show* likest God's,
When mercy seasons justice.

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(*h.*) Look, how the floor of heaven
Is thick inlaid with *patines* of bright gold;
There's not the smallest orb, which thou behold'st,
But in *his* motion like an angel sings,
Still *quiring* to the *young-eyed cherubins;*
Such harmony is in immortal souls;
But, whilst *this muddy vesture of decay*
Doth grossly close it in, we cannot hear it.

(*i*) The man that hath no music in *himself,*
Nor is *not* moved with concord of sweet sounds,
Is fit for treasons, stratagems, and *spoils;*
The motions of his spirit are dull as night,
And his affections dark as Erebus;
Let no such man be trusted.

HISTORY.

A.—What is History?

B.—Explain the use of Bell's Tables, and Von Sprunor's Maps.

EUROPEAN HISTORY.

1. Review the extent and constitution of the Roman Empire, in the age of the Antonines.

2. What changes were introduced by Diocletian?

3. Characterize the policy of Constantine.

4. Give a short account of the kingdoms founded by the East and the West Goths.

5. Trace the Carolingian family from Pepin of Landen to Charlemagne.

6. Describe the extent and character of Charlemagne's empire.

7. Enumerate the conquests of Mahomet and his successors.

8. State the principal events in the First, Second, and Third Crusades.

9. State the nature and duration of the Latin Empire at Constantinople.

10. Describe the capture of Constantinople by the Turks.

HISTORY OF ENGLAND AND FRANCE.

11. Consider the customs of the ancient Germans, and inquire whether any traces of those customs can be found, (1) in the Anglo-Saxon Constitution, (2) in the Feudal System.

12. Estimate the results of the Norman Conquest of England.

13. In what respects did Anglo-Norman feudalism differ from that of the Continent?

14. Narrate the struggle between King John and the Barons; and determine the value of Magna Charta as a bulwark of liberty.

15. Trace the rise and progress of Parliamentary government in England.

16. Discuss the conduct of Edward I. in relation to the kingdom of Scotland.

17. What were the claims of Edward III. to the crown of France? Describe the battles of Crécy and Poitiers.

18. State the terms of the treaty of Bretigni; and explain the negotiations which followed that treaty.

19. Describe the condition of France, at the time when that country was invaded by Henry V. of England; and narrate the battle of Azincourt.

20. Narrate the events of the war in France, from the death of Henry V. to the truce of 1444.

EARLY ENGLISH—EXAMINATION FOR SPECIAL PRIZE.

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1. Are there any objections to the terms Anglo-Saxon and Semi-Saxon? By what name was the language spoken in England, before the Norman Conquest, known to the people themselves? Examine, historically and grammatically, the following forms:—*Englisc*, *Ennglissh*, *Englysch*, *Inglysch*, *Englyss*, *Inglis*, and *English*.

2. Translate:—

On đam dagum com Iohannes se Fullulitere, and bodude on đam wéstene Indeæ, and cwæþ, Dóþ daéd-bóte, sóþlíce genealaéceþ heofona ríce. Dis ys se, be đam de geeweden ys þurh Esaiam, đone witegan, Clypiendes stefn was on wéstene, Gegearwiaþ Drihtnes weg; dóþ his síđas rihte. Se Iohannes wítodlíce hæfde reaf of olfenda haérum, and fellenne gyrdel embe hys lendenn; and hys mete was gærstapan, and wudu hunig. Dá férde to him Hierosolim-waru, and eal Indea þeod, and eal đæt ríce wiđ geondam Iordanen; and hí waéron gefullode on Iordane fram him, and hí andettan hyra synna. Sóþlíce đá he geséh manega đæra Sunder-hálgena, and đæra Riht-wísendra to his fulluhte cumende, he cwæþ to him, Lá næddrena cyn, hwá geswútelode eow to fleonne fram đam toweardan yrre? Eornostlíce doþ médemne weastm đæra daéd-bóte, and ne cweđaþ betwux eow, We habbaþ Abraham us to fæder; sóþlíce ic secge eow, đæt God ys swá mihtig đæt he mæg of đysum stánum áweccean Abrahames bearn.

(*a*) What are the phrases used by Wycliffe and by Tyndale, as equivalent to Doþ daéd-bóte?

Analyse and explain the words: daéd-bóte, olfenda, gærstapan, Sunder-hálgena.

(*c*) Explain the force of the preposition *to* in the phrase "us to fæder."

3. What is Layamon's Brut, and what is the date of that work? Examine the word *Brut*, and compare the titles *Li Romans de Brut*, *Le Brut d'Angleterre*, with the Cymric *Brut y Brenhinoedd* and *Brut Tysylio*.

4. Trace the British legends from Layamon—upwards to Geoffrey of Monmouth, downwards to Spenser and Shakespeare.

5. In the language of Layamon's Brut, consider the following points:—

(*a*) The so-called "nunnation."
(*b*) The use of the indefinite article.
(*c*) The use of the infinitive, particularly with respect to the employment of the prefix *to*.
(*d*) The use of the word *seolv*; as for example:—

efter him seoluan.
to him suluen.
mid seoluen hire clađen.
and þu seolf wurđ al hisund.

(*e*) The order of words in these phrases:—

radfulle his crafte.
his aȝene lif.
hæȝe to are quene.
æđele his meiden.
his drihliche leand.
to hare æȝene burh.

6. What is the Ormulum? Who was the author, and what is the date of that work?

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7. What peculiar mode of spelling is adopted by the author of the Ormulum? How far may this peculiarity guide us in ascertaining the pronunciation of words during the period in question?

8. Translate and criticize the following passages, adding remarks upon the composition of the word "Gospel":—

Goddspell on Ennglissh nemmned iss
  God word & god tiþennde,
God errnde, forrþi þatt itt wass
  þurrh hallȝhe Goddspellwrihhtess
All wrohht & wrĭtenn uppo boc
  Off Cristess firste come.

9. Explain the versification of the Ormulum, comparing the rhythm and the metre with corresponding forms in the Greek and Latin poets.

WILLIAM RUSHTON, *Professor.*

MODERN LANGUAGES.

Translate into French:—

I.

Style is the dress of thoughts; and let them be ever so just, if your style is homely, coarse, and vulgar, they will appear to as much disadvantage, and be as ill received, as your person, though ever so well proportioned, would, if dressed in rags, dirt, and tatters. It is not every understanding that can judge of matter; but every ear can, and does judge more or less of style.

Mind your diction. In whatever language you either write or speak, contract a habit of correctness and elegance. Consider your style even in the freest conversation, and most familiar letters. After, at least, if not before you have said a thing, reflect if you could not have said it better.

Every man who has the use of his eyes and his right hand, can write whatever hand he pleases. Nothing is so ungentlemanlike as a schoolboy's scrawl. I don't desire you to write a stiff formal hand, like a schoolmaster, but a genteel, legible, and liberal character, and to be able to write quick.—*Lord Chesterfield.*

II.

Sir,—The atrocious crime of being a young man, which the honourable gentleman has, with much spirit and decency, charged upon me, I shall neither attempt to palliate nor deny, but content myself with wishing that I may be one of those whose follies may cease with their youth, and not of that number who are ignorant in spite of experience. Whether youth can be imputed to any man as a reproach, I will not, sir, assume the province of determining; but surely age may become justly contemptible, if the opportunities which it brings have passed away without improvement, and vice appears to prevail when the passions have subsided. The wretch who, after having seen the consequences of a thousand errors, continues still to blunder, and whose age has only added obstinacy to stupidity, is surely the object either of abhorrence or contempt, and deserves not that his gray hairs should secure him from insult. Much more, sir, is he to be abhorred who, as he advanced in age, has receded from virtue, and become more wicked with less temptation; who prostitutes himself for money which he cannot enjoy, and spends the remains of his life in the ruin of his country.—*Lord Chatham.*

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1. When must you translate "it is" by "c'est," and when by "il est?"
2. Mention the cases when the subjunctive mood is required in French. Give examples.
3. Explain the rules of the Participle Past. Give examples.
4. Mention and characterize the principal tragedies of Racine. State what you know of his life.
5. Give a brief account of the Trouvères and the Troubadours.
6. What is understood by the word Renaissance?
7. Characterize the genius of Corneille; say which are considered his best plays.
8. Mention the periods when the literatures of Italy, Spain, and Germany exercised an influence on that of France.

R. de Vericour, *Professor.*

Logic.

1. What is meant by simple complex apprehension? Is the phrase self-contradictory?
2. What are univocal and equivocal nouns? Can you suggest a better division according to the same principle than the one adopted by Aldrich?
3. Why are the "heads of predicables" discussed in logic?
4. What is the connexion between division and definition?
5. How many kinds of logical definition are there?
6. What is the "matter" of a proposition; and how should propositions be divided according to it?
7. Show that the results of contrary and subcontrary can be arrived at by means of contradictory and subaltern opposition.
8. What are the laws of conversion by negation? To what sorts of propositions is it applicable, and what are its uses in logic?
9. Define syllogism, and give reasons for preferring the definition you adopt?
10. Special rules for the fourth figure, with proofs.
11. How was the fourth figure introduced into logic? What are the objections to it? are they valid?
12. What is the "consequentia" of a conditional proposition?
13. Of what fault in categorical syllogisms is the spurious negative mode in hypotheticals an instance? Prove your answer by an example.
14. In how many of the valid modes is the middle term distributed more than once?
15. Define sorites, and show how it differs from prosyllogism.
16. What is Whately's account of the *form* of the inductive syllogism? Is it satisfactory?
17. What mental processes which have been previously reckoned as inductions are excluded by adopting a correct definition of induction?
18. Give the canon of and illustrate the method of agreement.
19. What are the defects of the method of agreement, and how far are they remediable by the conjoint method?
20. Define "cause."
21. What is the most fruitful source of *à priori* fallacies? Give examples of its operation.
22. Sub-divide fallacies of observation, and adduce examples of the non-observation of circumstances.

G. S. Read, *Professor.*

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METAPHYSICS.

1. Discuss the objections usually brought against the study of metaphysics.

2. Define moral philosophy. How is it connected with metaphysics?

3. Compare the effects produced upon the progress of philosophy by the writings of Des Cartes and of Lord Bacon respectively?

4. Criticise Locke's assertion that all our knowledge comes from sensation and reflection.

5. What are the philosophical difficulties involved in the system of Berkeley?

6. How far were the principles of Hume the result of the systems which had preceded him?

7. Examine Reid's account of "First Principles."

8. How far does his Theory of Perception differ from that which he calls "Ideal"?

9. Is there any foundation for Kant's distinction between analytical and synthetical judgments?

10. What is Sir W. Hamilton's law as to the relation between sensation and perception? By what proofs does he establish it?

11. How far do the selfish feelings modify the emotion of compassion?

12. What are the arguments for and against the continued activity of the mind during sleep?

G. S. READ, *Professor.*

MATHEMATICS.—THIRD YEAR STUDENTS.

1. Prove that the coefficient of h^r in the expansion of $\sin^3(x+h)$, is—

$$\frac{3\sin\left(x+\frac{r\pi}{2}\right)-3^r\sin\left(3x+\frac{r\pi}{2}\right).}{4\underline{|r}}$$

2. Prove the truth of the series—

$$\tan\theta+2\tan 2\theta+4\tan 4\theta+\ldots+2^n\tan(2^n\theta)=\cot\theta-2^{n+1}\cot(2^{n+1}\theta).$$

$$\tan\theta+\frac{1}{2}\tan\frac{\theta}{2}+\frac{1}{4}\tan\frac{\theta}{4}+\ldots+\frac{1}{2^n}\tan\frac{\theta}{2^n}=\frac{1}{2^n}\cot\frac{\theta}{2^n}-2\cot 2\theta.$$

and find the limit of each series carried ad infinitem.

3. S is the focus of an ellipse of eccentricity e, E a fixed point upon the axis major, P any point on the curve; show that, when PE is a minimum $SP=\frac{PE}{e}$.

4. Trace the curve $y^4-4a^2xy+x^4=0$.

Show that the area of the loop in the first quadrant is one-half the area of the quadrant of the circle, which has its centre at the origin and touches that loop.

5. Evaluate the integrals—

$$\int\epsilon^{rx}(ax^3+bx^2+cx+d)\,dx,\qquad\int\sin m\theta.\sin n\theta.\sin p\theta\,d\theta$$

$$\text{and}\int\frac{d\theta}{\cos\frac{\theta}{2}\sqrt{1+e\cos\theta},}$$

$$\text{and deduce}\int\frac{dx}{\sqrt{a^2+x^2}}\qquad\text{from}\qquad\int\frac{dx}{\sqrt{a^2-x^2}}.$$

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6. Show that $\int_0^{\frac{\pi}{2}} \frac{\theta\, d\theta}{\tan\theta} = \frac{\pi}{2} \log 2$, and $\int_0^{\infty} \frac{\log z\, dr}{k^2+z^2} = \frac{\pi}{2} \frac{\log k}{k}$.

7. If one only of the functions $Mx+Ny$ and $Mx-Ny$ is identically $=0$, the reciprocal of the other function will be an integrating factor of the equation, $Mdx+Ndy=0$.

8. Integrate the following equations—

(1.) $x \frac{dy}{dx} + y = y^2 \log x.$

(2.) $y^2 + (xy+x^2) \frac{dy}{dx} = 0.$

(3.) $e^x\, dx - \frac{y\, dy}{\varepsilon^x} = dy - y\, dx.$

(4.) $\frac{d^2u}{d\theta^2} + u = a + b\theta + c\theta^2.$

(5.) $(ay+bx)^n \frac{d^2y}{dx^2} = \mathrm{A}.$

(6.) $x^4 \frac{d^2y}{dx^2} = (x^3+2xy)\frac{dy}{dx} - 4y^2.$

9. Find a curve such that the area included between the curve, the co-ordinate axes, θ an ordinate is equal to c times the area of the rectangle contained by the ordinate and abscissa.

10. Find the equation to a plane in the form—

$$x \cos \alpha + y \sin \beta + z \cos \gamma - p = 0,$$

and point out the use of putting the equation into this form. Find the equation to the plane passing through the intersection of the planes.

$$\left.\begin{array}{l} ax+by+cz+e=0 \\ a'x+b'y+c'2+e'=0 \end{array}\right\}$$

and through the origin.

11. Find the general equation to a sphere touching a given plane. If $\alpha=0$, $\beta=0$, $\gamma=0$, $\delta=0$ be the equations to the four faces of a tetrahedron, and if AB be the length of the edge formed by the intersection of α and β, and $(\alpha\,\beta)$ the angle between those faces from that the equation to the sphere circumscribing the tetrahedron is—

$$\Sigma\,\{\mathrm{AB} \sin(\gamma\,\delta)\}\,\alpha\,\beta = 0.$$

12. Find the circular sections of an ellipsoid. State their positions in the hyperboloids and paraboloids. Find the radii of the two circular sections passing through a given point.

13. Find the equation to the tangent plane at any point of a surface $\phi(x\,y\,z)=0$.

If $\mathrm{OY}=p$ be the perpendicular from the origin O on the tangent plane at any point P, and if $\mathrm{OY}=p'$ be the perpendicular on the tangent *ple* at Y to the locus of Y, and $\mathrm{OY}'=p''$ that on the tangent plane to the locus of Y″, and so on, prove that ϕ, ϕ', ϕ'', &c., form a geometrical progression.

MATHEMATICS.—SECOND YEAR STUDENTS.

(Prize Paper.)

1. A and B have each equal sums (S) of money. A gives B one n^{th} of what he has; then B gives A one n^{th} of what he has; then A gives B

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one n^{th} of what he has, and so on. Show that, after A has given x times, and received x times, he will have

$$S\left(1-\frac{1}{n}\right)^{2x}+S\frac{2}{n}\left\{\frac{1-\left(1-\frac{1}{n}\right)^{2x}}{1-\left(1-\frac{1}{n}\right)^{2}}\right\}.$$

2. Sum the following series to n terms:—

(1) $n+2(n-1)+3(n-2)+\dots$
(2) $1\times2+2\times3+4\times5+7\times8+11\times12+\dots$
(3) $a^2+(a+b)^2r+(a+2b)^2r^2+(a+3b)^2r^3+\dots$

3. A circle whose centre is O and radius r is inscribed in the triangle A B C, and touches the sides in D E F. Circles whose radii are r_1, r_2, r_3, are inscribed in the quadrilateral A E O F, B F O D, C D O E; show that

$$\frac{r_1}{r-r_1}+\frac{r_2}{r-r_2}+\frac{r_3}{r-r}=\frac{r_1}{r-r_1}\cdot\frac{r_2}{r-r_2}\cdot\frac{r_3}{r-r_3}$$

4. In an isosceles triangle a series of circles is inscribed, the first of which is the inscribed circle of the triangle, and the others touch the preceding one and the two equal sides of the triangle. If the sum of the areas of the circles is $=\frac{1}{3}$ of the area of the first, find the ratio of the sides of the triangle.

5. Show that the equation $Ax+By+C=0$ represents a straight line; and find the angles which it makes with the co-ordinate axes (1) when the axes are at right angles (2) when they are inclined at an angle ω.

Show that the equation $\frac{x^2}{a^2}+\frac{b^2}{y^2}+\frac{a^2y^2}{b^2x}=\frac{y^2}{b^4}+\frac{a^2}{x^2}+\frac{b^2x^2}{a^2y^2}$ represents the sides and diagonals of a parallelogram.

6. Investigate the equation of the parabola referred to its axis, and the tangent at the vertex as co-ordinate axes.

The perpendicular from the origin upon each of a system of chords of the parabola $y^2=lx$ is of a constant length c; show that the equation of the locus of the middle points of the system of chords is

$$4y^2(y^2-c^2)+l^2(x^2-c^2)=4\,lxy^2.$$

7. When is one diameter of an ellipse said to be conjogate to another? If P and D be extremities of a pair of conjugate diameters, express the co-ordinates of D in terms of those of P.

Find those conjugate diameters which are equal to each other.

8. Assuming that the equation of the second order between two variables represents a conic section, show that the equation of a conic referred to tangents as axes is $\left(\frac{x-a}{a}\right)+\left(\frac{y-\beta}{\beta}\right)^2=1+\lambda xy$, when a and β are the distances from the origin of the points of contact on the axes of x and y.

If the conic is a parabola show that this reduces to

$$\sqrt{\frac{x}{a}}+\sqrt{\frac{y}{b}}=1.$$

9. If y be a function of z, and z of x, prove that $\frac{dy}{dx}=\frac{dy}{dz}\frac{dz}{dx}$. Find the differential coefficients with respect to x, of the following expressions:

$$x^{\sin^n x}\quad \sin^{-1}\frac{1-x}{1+x},\ x^{\log x}$$

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10. Find the limit of the fraction $\frac{\phi(x)}{\psi(x)}$ when $x=a$, $\phi(x)$ and $\psi(x)$ being functions of x which vanish when $x=a$.

Evaluate $(x^2-a^2)\cot(x-a)$, $(a-x)^{-a-x}$ when $x=a$ and

$$\frac{x^2-\sin^2 x}{\sin^4 x}, \text{ when } x=0$$

11. Determine the conditions necessary that $f(a)$ should be a maximum or minimum value of $f(x)$.

Find the greatest triangle that can be inscribed in an isosceles triangle, having one side parallel to the base.

12. If $x=\nu\cos\theta$, $y=\nu\sin\theta$, and $x^2\frac{d^2y}{dx^2}-2x\frac{dy}{dx}+2y=0$.

Show that $\frac{d^2\nu}{d\theta^2}-4\tan\theta\frac{d\nu}{d\theta}-\nu(1-2\tan^2\theta)=0$.

13. Integrate the following functions with respect to x:

$$\frac{1}{x^2+2\cos\alpha\, x+1}, \qquad \frac{x^3}{x^2+x-6}, \qquad \frac{x}{(x-1)^2((x-1)^2+3)}$$

Verify the following:

$$\int\frac{dx}{(x^2+a^2)^n}=\frac{x}{(2n-2)a^2(x^2+a^2)^{n-1}}+\frac{2n-3}{2(n-1)}\cdot\frac{1}{a^2}\int\frac{dx}{(x^2+a^2)^{n-1}}$$

and obtain the integral of $\int(x^2+a^2)^{-\frac{6}{2}}dx$ by means of it.

14. Find the area included within the positive compartment of (xy) of the curve $y^2+2xy+2x^2=a^2$, employing *i.* rectangular, *ii.* polar co-ordinates.

15. Find the limiting value of the expression—

$$\left\{\left(1+\frac{a}{n}\right)\left(1+\frac{2a}{n}\right)\left(1+\frac{3a}{n}\right)\cdots\cdots\left(1+\frac{\overline{n-1}\,a}{n}\right)\right\}^{\frac{1}{n}}$$

when n becomes indefinitely great.

(Pass Paper.)

1. Define a differential coefficient and find the differential coefficients of $\cot x$, $\sqrt{x^2+a^2}$, e^{ax}.

2. Show how to find the differential coefficient of y^z where y and z are functions of x. Ex. $\sin x^{\cot x}$.

3. Enunciate and prove Taylor's theorem.

4. Deduce Maclaurin's theorem, and expand by means of it $\log(1-3x^2)$, in ascending powers of x to three terms.

5. Show how to determine the limiting value of $\frac{\phi(x)}{\psi(x)}$, which takes the form $\frac{0}{0}$ when $x=a$. Ex. $\frac{a^x-b^x}{x}$.

6. Show how to find the maxima and minima value of $\phi(x)$.

$$\text{Ex. } \frac{x}{1+x\tan x}$$

7. The limit of the sum of the series $h\{\phi(a)+\phi(a-h)+\phi(a+2h)+\ \cdot\ \cdot\ \cdot\ \cdot\ +\phi(a+\overline{n-1}h)\}$ when $nh=b-a$, when h is indefinitely diminished is $\int_a^b\phi(a)\,dx$.

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8. Find the integrals of cot x. $\sqrt{x^2+a^2}$, e^{ax}.

9. Prove the formula for integrating by parts. Ex. log. x.

10. Find the equation to a straight line in the form $y=mx+c$; explaining the meaning of the constants m and c.

11. Two given circles intersect; find the equation to their chord of intersection.

12. Find the equation to the parabola in the form $y^2=4\,ax$.

13. Find the equation to the tangent in the form $y=mx+\frac{a}{m}$.

MATHEMATICS.—FIRST YEAR STUDENTS.

(*Prize Paper.*)

1. Assuming as an axiom that a straight line falling upon two parallel straight lines makes the alternate angles equal, demonstrate Euclid's 12th axiom.

2. To a given straight line apply a parallelogram equal to a given rectilinear figure having one of its angles equal to a given angle.

Describe a parallelogram equal to a given rectilinear figure, and having its diagonals equal to two given straight lines.

3. Find the point in the diagonal of a square produced, such that if two straight lines be drawn through it parallel to the sides of the square, and the sides of the square be produced to meet them, the new square thus formed, together with the square on the part of a side produced, may equal three times the first square.

4. Let O O′ be the centres of two circles which cut each other in A A′. Let B B′ be two points, taken one on each circumference. Let C C′ be the centres of the circles B A B′, B A′ B′, then prove that the angle C B′ C′ is equal to the angle O A′ O′.

5. If the angle between the internal bisector of the angle of a triangle and the base, is equal to the angle between the external bisector and the greater side produced, a perpendicular on this side through the vertex will bisect the segment of the base between the internal and external bisectors.

6. Solve the equations—

(1) $x^4+2x^3\,(x+1)=3\,(x+1)^2$

(2) $$\left.\begin{aligned}\left(\frac{x^3-a^3}{b^3-y}-\frac{b^3-y^3}{x^3-a^3}\right)^{\frac{1}{2}}-\left(\frac{x^3+a^3}{b^3+y^3}-\frac{b^3+b^3}{x^3+a^3}\right)^{\frac{1}{2}}&=2\\ xy&=ab\end{aligned}\right\}$$

(3) $x^3-y^3+z^3=3\,(xy+y^2-xz)=x-y+z=1$.

7. From the geometrical deduce the algebraical definition of proportion.

Show that $(a\ a'\ a''\ .\ .\ .\ .\ .)^{\frac{1}{b+b'+b''+\dots}}$ has a value between those of $\sqrt[b]{a}$, $\sqrt[b']{a'}$, $\sqrt[b'']{a''}$, &c.

8. If α, β, γ are the roots of the equation $x^3+qx+q=0$, show that

(1) $\alpha^{\frac{1}{2}}+\beta^{\frac{1}{2}}+\gamma^{\frac{1}{2}}=1$. (2) $\alpha^3+\beta^3+\gamma^3=3q$.

9. Transform 114144 from the scale of 6 to that of 7; extract its square root in that scale.

If two numbers in the scale of r consist of the same figures, their difference is divisible by r–1.

10. A circle rolls uniformly outside the circumference of a fixed circle

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of m times its radius, which also turns uniformly about its centre; if, when the first circle returns to the same position, in space it has revolved n times, show that its angular velocity is to that of the fixed circle $:: mn : m-n+1$.

11. Two lines of length p, q, are drawn from the same point, and are inclined to one another at an angle α. From their other extremities perpendiculars are drawn to each of them, thus forming a parallelogram, show that its area $= p\,q \sin\alpha - (p^2+q^2-2\,p\,q\cos\alpha)\cot\alpha$.

12. A triangle is turned round each of its three sides successively till the vertex comes into the same plane; if the vertices be joined forming a new triangle whose sides are a', b', c', then

$$\frac{c'^2}{c^2} = 1+8\sin A\sin B\cos C.$$

13. Determine the condition that the rational expression $x^n+p-x^{n-1}+\ldots+p_n$ may be exactly divisible by $x+a$.

Prove that $(p-1)-(p^{n+1}-1)\,x^n+(p^{n+1}-p)\,x^{n+1}$, n being a positive integer, is exactly divisible by $1-(p+1)\,x+px^2$.

14. Prove that the limit $\frac{\tan\theta}{\theta}$ is unity when θ is indefinitely diminished. Also show that limit of $\frac{\text{version}\,\theta}{\theta^2}=\frac{1}{2}$.

15. Eliminate θ and ϕ between the equations

$(x-a)\cos\theta+y\sin\theta=a=(x-a)\cos\phi+y\sin\phi$, $\tan\frac{\theta}{2}-\tan\frac{\phi}{2}=2e$

(*Pass Paper.*)

1. Enumerate the propositions in the First Book of Euclid which deal with the areas of plane rectilinear figures.

2. Show how to divide a given straight line into two parts, so that the rectangle contained by the whole, and one part, may be equal to the square of the other part.

3. From the extremity of a given straight line A B, show how to draw another straight line A C, of given length, so that the angle A C B may be equal to a given angle.

4. Inscribe a pentagon in a given circle.

5. Give Euclid's definition of proportion. Show that the areas of triangles of the same altitude are to one another as the bases.

6. Perform the following algebraical operations :—

(1) Multiply together $x-y$, $x^4+x^2y^2+y^4$, $x+y$.

(2) Divide $(s-2t)^3+27t^3$ by $s+t$.

(3) Find the greatest common measure of x^4-y^4, $x^4+2x^2y^2+y^4$, x^3+y^3.

7. Solve the equations

(1) $(x-4)\,(x^2-cx+d)=0$.

(2) $(x^2+2x)^2+a\,(x^2+2x)+6=0$.

(3) $\left.\begin{aligned} x^3+y^3&=c \\ x+y&=d \end{aligned}\right\}$

8. Is the theorem $x^{\frac{p}{q}}+x^{\frac{r}{s}}=x^{\frac{p}{q}+\frac{r}{s}}$ proved or assumed?

Show that $x^{\frac{p}{q}}=\sqrt[q]{x^p}$. Find the square root of $x^{-1}\,x^{\frac{2p}{q}}+2x^{\frac{p}{q}}\,y^{-1}+\frac{2}{y^2}$.

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9. If $a : b :: c : d$, prove that $a^3 - a^2b : b^3 - ab^2 :: c^3 - c^2d : d^3 - cd^2$.

10. If z varies directly as y^2 and inversely as x, and x varies jointly as z and y, and $z = 3$ when $y = 9$, show that z^2 and y are always equal.

11. Explain clearly what is meant by the circular measure of an angle. Find the circular measure of $3^{g}\,2'$.

12. Prove that $\cos(A - B) = \cos A \cos B + \sin A \sin B$.
Hence deduce $\cos A + \cos B = 2 \cos \frac{1}{2}(A + B), \cos \frac{1}{2}(A - B)$.

13. Prove that $\dfrac{\sin 3\theta + \sin \theta}{\cos 2\theta + \cos 4\theta} = \dfrac{2 \sin \theta}{1 - 4 \sin^2 \theta}$.

14. Solve the equations (1) $\sin \theta = \cos \theta$

(2) $\sin a\theta + \sin b\theta = \cos a\theta + \cos b\theta$.

15. Show that

$$\cos \alpha + \cos \beta + \cos \gamma + \cos(\alpha + \beta + \gamma) = 4 \cos \frac{\alpha + \beta}{2} \cos \frac{\beta + \gamma}{2} \cos \frac{\alpha + \gamma}{2}$$

Hence show that if A, B, C, are the angles of a triangle, then

$$\cos A + \cos B + \cos C = 1 + 4 \sin \frac{A}{2} \sin \frac{B}{2} \sin \frac{C}{2}.$$

ROBERT ROMER, *Professor.*

NATURAL PHILOSOPHY.—(*Senior Division.*)

A.

1. State the rule for determining the centre of a system of parallel forces.

2. A horizontal force of 35 lbs. supports a weight of 120 lbs. upon an inclined plane; required the pressure on the plane.

3. A stone has fallen through 1,000 feet; what velocity has it acquired?

4. What is meant by the principle of the composition of velocities?

5. A body is projected vertically upwards with a velocity of 150 feet per second; required its altitude at the end of four seconds.

6. Explain the principle of the stereoscope.

7. In a spherical mirror prove that the distances of the conjugate foci from the mirror are connected by the formula $\frac{1}{d} + \frac{1}{d'} = \frac{2}{r}$.

8. In a Nicholson's hydrometer a weight of 1,000 grains sinks it to the given point on the stem; a piece of metal is placed in the upper cup, and 912 grains sinks it to the same point; it is put in the lower cup and 923 grains sinks it to the standard point. What is the specific gravity of the metal?

9. A square board, each side of which is 3 feet, is immersed in water in such a way that the upper edge is 6 feet and the lower 8 feet below the surface of the water; calculate the total pressure it sustains.

10. Explain and prove the principle of Hadley's sextant.

11. Prove that at any point of the earth's surface the elevation of the celestial pole is equal to the latitude of the place.

12. How is it shown that the sun rotates on an axis?

B.

1. Any number of forces act on a body containing a fixed axis; investigate the condition of equilibrium.

2. The height of the frustrum of a cone is h, the radii of its two plane surfaces are a and b; required the height of the centre of gravity.

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3. Find the variation in the time of vibration of a seconds' pendulum corresponding to a given small change in its length.

4. At what angle to the horizon must a body be projected that its horizontal range should be a maximum?

5. Prove the following formula for the centrifugal force—$f=\frac{v^2}{r}$.

6. If friction be equal to the pressure, find the lowest point on the rough convex-circumference of a circle in a vertical plane at which a particle can rest.

7. How would you compute the height to which water would rise in a diving-bell when sunk to a given depth?

8. A pencil light is refracted through a medium bounded by parallel planes; find the focus of the emergent pencil.

9. A pencil of parallel rays is incident on the surface of a dense medium bounded by a concave spherical surface; find the focus after refraction.

10. How is the mean density of the earth ascertained?

11. Prove that the apparent motion of an inferior planet is retrograde when it approaches inferior conjunction.

12. How is the diameter of the earth's shadow at the distance of the moon ascertained?

NATURAL PHILOSOPHY.—(*Junior Division.*)

1. If three forces act at the same point, under what circumstances do they equilibrate each other?

2. A lever of the second order is 18 inches in length, a force of 10 lbs. is applied to its extremity, what pressure will it produce at a distance of two inches from the fulcrum?

3. State the laws of motion.

4. A heavy body falls through 1,000 feet, what time is occupied by the motion?

5. In a plane-reflector prove that the image and the object are equal and equidistant from the mirror.

6. When is the image formed by a concave reflector real?

7. According to what law does a gas expand on increase of temperature?

8. Explain the methods of determining the fixed points on the mercurial thermometer, the several scales which are used, and the method of reducing one to another.

9. Describe the construction of the "Astatic Needle," and explain why it is used in the "galvanometer."

10. What do you understand by the poles of a magnet? and state the mutual action which like or unlike poles exert on each other.

11. If the lower end of a bar of iron, when held vertically, be approached to the N pole of a magnet, that pole is repelled. How is this accounted for?

12. Although platinum is more difficult to fuse than copper, a current of electricity which will fuse a wire of platinum, will not produce the same effect on a similar wire of copper; explain this.

EXPERIMENTAL PHYSICS (*Senior*).

A.

1. How are temperatures inferior to the freezing point of mercury ascertained?

2. Define the term coefficient of expansion, and distinguish between the apparent and the real expansion of a liquid.

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3. What are the peculiar advantages of Ramsden's method of ascertaining the linear expansion of solids?

4. Explain the cause of the deposition of dew.

5. Explain the cause of the colours produced when a very thin film of oil floats on the surface of water.

6. What is meant by a polarized ray of light?

7. What is the limit to the charge of a Leyden jar?

8. Describe the construction of Smee's galvanic battery, and point out the direction of the current.

9. Explain the method of using the condensing electroscope.

10. What properties of electricity are availed of in the electric telegraph?

B.

1. Describe an experiment by which water is frozen by its own evaporation.

2. How is the dew-point ascertained by the wet bulb hygrometer?

3. What was the source of inaccuracy in Gay Lussac's method of ascertaining the expansion of gases?

4. Explain some method of ascertaining the density of vapours.

5. What is meant by diffraction of light, and give some example?

6. Describe the construction of Nichol's prism, and state its use as a polarizer.

7. What optical effects can be produced by means of a powerful magnet?

8. How is Coulomb's balance used to prove the law of magnetic repulsion?

9. What is the nature and direction of the force with which a current acts on a magnet?

10. A rectangular current being freely suspended places itself at right angles to the magnet meridian; to what portions of the current is this action due?

PRACTICAL MECHANICS.

1. At what rate per hour will a locomotive engine of 30 horse-power draw a train weighing 90 tons, the resistance being 8 lbs. per ton?

2. How would you investigate the necessary thickness for a rectangular wall to support the pressure of water?

3. Show that the direction of the smallest pressure which will make a body move up an inclined plane makes an angle with the plane whose tangent is equal to the coefficient of friction.

4. An engine weighing 9 tons passes round a curve 600 yards in radius at the rate of 30 miles an hour—what pressure tending towards the centre of the curve must be exerted to make it move in this curve?

5. A body weighing 12 lbs. is suspended by a cord 7 feet long, and moves in a horizontal circle at the rate of 80 revolutions per minute; determine the tension on the cord.

6. If a weight P is on the point of raising Q by means of a block and tackle containing n sheaves, the parts of the rope being parallel, prove that $P=Q\left\{\frac{a^n(a-1)}{a^n-1}\right\}+\frac{nba^n}{a^n-1}-\frac{b}{a-1}$, a and b being quantities depending on the radii of the axis and block, the rigidity of the rope, and the friction.

7. Investigate a formula for determining heights by the mountain barometer.

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8. In a steam-engine working without expansion, prove the following formula—

$$av=\frac{l}{l+c}\mu_p.S$$

What change must be made to adapt it to expansive engines?

9. Enumerate the several resistances which are to be taken into account in a locomotive.

10. Investigate the rate of expansion which produces the maximum useful effect.

MATHEMATICAL PHYSICS.

1. Enunciate the principle of virtual velocities, and prove it in the case of a rigid rod acted on by forces at its extremities.

2. Find the centre of gravity of the solid formed by the revolution of the curve whose equation is $y^{m+n}=a^m x^n$, for any portion of the solid from $x=0$ to $x=b$.

3. A right cone is placed on its base upon a rough plane, the inclination of which is gradually increased; investigate the condition that a motion of rolling and sliding may take place simultaneously.

4. A particle acted on by two centres of force, each attracting with an intensity varying inversely as the square of the distance, is projected from a given point between them; find the velocity of projection that the particle may just arrive at the neutral point of attraction and remain at rest there.

5. A point is acted on by a central force; deduce the polar equation of its path.

6. If the force vary inversely as the seventh power of the distance, and the particle be projected from an apse with a velocity which is to the velocity in a circle at the same distance as $1:\sqrt{3}$; find the equation of the path.

7. Investigate the formulæ for determining the centre of pressure of a plane surface, and apply them to determine the centre of pressure of a triangle having its base in the fluid.

8. Prove that for every point in a rigid body there exists three principal axes.

9. Find the geometrical focus of a pencil of rays after direct refraction through a sphere.

10. A pencil of parallel rays is refracted directly at a spherical surface —the radius of the least circle of aberration $=\frac{y^3}{8\mu^2 r^2}$.

11. How would you ascertain the meridian by means of the transit of Alioth and the Pole Star?

12. Deduce the variation in right ascension and polar distance corresponding to a given small change in longitude.

JOHN ENGLAND, *Professor*.

CHEMISTRY.—SESSIONAL AND PRIZE EXAMINATIONS.

Pass Questions.

[N.B.—The name and faculty of each student to be written on the first page of each book.]

1. Explain the meaning of the terms analysis and synthesis: illustrate both by examples.

2. Write the formulæ of binoxide of hydrogen, sesquichloride of iron,

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teroxide of antimony, nitrate of ammonia; and sulphate of alumina: arrange the symbols under the heads of binary and ternary compounds.

3. What is catalytic action? Give an example.

4. Give the reactions which take place when air is passed over red hot copper turnings in a tube.

5. What is meant by the equivalent of a substance? Give the equivalents of oxygen, hydrogen, and nitrogen on both scales, and also of water and of ammonia on one of the scales.

6. What is the law by which gases combine? Illustrate it in the union of H and O; of H and Cl.; and of H and N.

7. Peroxide of manganese, chloride of sodium, and hydrated sulphuric acid are mixed together; give the reaction in symbols and describe the property of the gas formed.

8. What are the two classes into which salts are divided? Give examples of each class.

9. What is a double salt? Illustrate this in the case of alum; and state how alum is prepared.

10. What is meant by the allotropic forms of bodies? How is this form of P prepared, and what are its properties as contrasted with ordinary phosphorus?

11. What are monobasic, bibasic, and tribasic acids? Give examples in the oxygen compounds of phosphorus.

12. Metallic platinum is heated in a mixture of nitric and hydrocloric acids; what are the reactions, and what is formed when ammonia is added to the acid solution after the platinum is dissolved?

13. What is the difference between a proximate and an ultimate analysis? How is the ultimate analysis made of a substance containing C H and O?

14. Ten grains of an organic substance give on combustion with oxide of copper 16·28 grains of carbonic acid and 5·55 grains of water; calculate the per-centage composition of the substance.

15. Give the mode of preparation and the properties of H Cy. What are the best tests for it?

Prize Questions.

[N.B.—Prizemen are not required to answer the Pass Questions.]

1. Write out the formulæ of the hydrates of monobasic, bibasic, and tribasic phosphoric acid as hydracids; give in symbols the reaction between each hydracid and sesquioxide of iron.

2. Explain the ammonium theory of the salts of ammonia; how is ammoniacal amalgam prepared?

3. Illustrate by symbols the action of sulphuretted hydrogen on persulphate of iron. By what chemical test would you show that there is a difference in the oxide of iron present before and after the action!

4. How is fluoride of silicon prepared? Illustrate by symbols the changes which take place on passing it into water.

5. State some of the oxides which are isomorphous with magnesia, and others with sesquioxide of iron. Illustrate the doctrine of isomorphism in the formation of different alums formed from oxides isomorphous with potash, and with sesquioxide of alumina.

6. How is the teroxide of antimony prepared from the native sulphide? What is the action of water on it, and how would you distinguish the product of this action from the similar one produced by water on chloride of bismuth?

7. Give in symbols the preparation of the two chlorides of mercury, and the action of ammonia upon them.

8. 100 grains of the double salt of morphia and platinum give on combustion 20·14 grains of metallic platinum: calculate the atomic weight of morphia.

$$Pt = 99.$$

9. How is cyanic acid prepared? How is urea prepared artificially by means of this acid?

10. To what homologous series does sulphovinic acid belong, how is it prepared, and what is produced by heating it?

11. What are the positions of the secondary axes with regard to the faces of the primary and secondary prism of the hexagonal system? Give the notation of the faces of both prisms with the terminal faces.

12. What is the difference between an equivalent, an atom, and a molecule?

13. What is meant by the atomicity of an element? Give examples by symbolic notation of a monatomic, diatomic, triatomic and tetratomic element.

14. What are the four types to which chemists refer chemical compounds? Show in symbols both by atomic and molecular notation the action of sodium on water in producing two compounds which are derivatives of water.

J. BLYTH, *Professor.*

BOTANY.

1, 2. Write a brief description of any phænogamous plant, belonging to our native flora.

3. Distinguish the family *Compositæ* from its allies among the *Dipsaceæ* and *Campanulaceæ.*

4. Describe the stamens of the *Malvaceæ* under the heads of (*a.*) number, (*b.*) cohesion, (*c.*) insertion, and (*d.*) anther, as to structure and mode of dehiscence.

5. What families of Monocotyledons are distinguished by their aquatic habit, superior ovaries and exalbuminous seeds?

ZOÖLOGY.

1. What order of Mammals is indicated by the following diagnosis: —Monadelphous, unguiculate, monophyodont or edentulous?

2. Give the dental formula of the Horse.

3, 4. Describe the structural relations of the swim-bladder in Fishes. Briefly indicate those members of the class characterised by its presence or more notable modifications.

5. Compare the fore-limb of the Pterodactyle with that of Birds.

J. REAY GREENE, *Professor.*

GEOLOGY AND MINERALOGY.

1. Describe the characters of Stratified and Unstratified Rocks, and the circumstances from whence these two groups of rocks have originated.

2. What is meant by the term *fault*, and what results arise from the action of faults?

3. What is the composition of Granite, and in what areas in Ireland does this rock occur?

4. What is the nature and origin of Amygdaloidal Rocks?

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5. What is the nature, mode of arrangement, and origin of Metamorphic Rocks, and where in Ireland do these occur?

6. What is the geological position of the Caradoc Rocks? What is their mineral nature, and what fossils serve to characterize them?

7. Give a section, and describe the same, showing the relations between the Silurian Rocks and the Old Red Sandstones of the south of Ireland.

8. What Brachiopods are most characteristic of the Carboniferous Limestones?

9. From what portion of the Jurassic formation are ironstones being now extensively obtained in England?

10. Describe the Eocene strata of Paris, and correlate these with their English equivalents.

11. Where in Great Britain do the Pliocene deposits occur? How are these subdivided, and what are their characteristic fossils?

12. To what system of crystals does Apatite appertain, and what is the composition of this mineral?

13. In what respects do the two forms of Felspar Orthoclase and Albite differ from each other?

14. By what characters can Iron pyrites be distinguished easily from Copper pyrites?

ROBERT HARKNESS, *Professor.*

CIVIL ENGINEERING.

1. If a number of gradually increasing loads be successively applied to produce a tensile strain in bars of cast and wrought iron, describe their effects on the bars.

2. State the ordinary theory of the action of the fibres in a bar subjected to a cross strain.

3. From this theory show that the strength of a rectangular beam is proportional to its breadth, multiplied by the square of its depth.

4. Apply the same theory to the case of a beam of double flange form and show by what approximations the common formula, $W=\frac{adc}{e}$ may be obtained from the complete solution.

5. Deduce the general equation from the bending of a beam—

$$-EI\frac{dy^2}{dx^2}=M.$$

6. Apply this equation to the case of a rectangular beam supported at the ends and loaded in the middle.

7. Give and prove the equation for determining the angle of twist of a circular bar subjected to a twisting strain.

8. Give the result of Fairbairn's experiment on wrought iron tubes in resisting external pressure.

9. Describe Fairbairn's experiments made to determine the effect of repeatedly applied strains in wrought iron beams, and state the results obtained by him.

10. What distribution of rolling load will produce the maximum strain in a given diagonal of a Warren girder; show how to calculate this strain?

11. Describe the circumstances attending the flow of water through an orifice when the head is large, compared with the size of the orifice;

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and describe the effect of attaching a cylindrical pipe whose length is equal to three or four times its diameter, to the outside of the orifice.

12. Calculate the strain on the king rod of the roof in the accompanying sketch.

[N.B.—Complete answers to questions 5, 7, and 9 will receive extra credit to the extent of one-half; and a complete answer to 4 will count as two.]

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1. Give a short account of the ordinary method of the conversion of cast iron into wrought iron.
2. Describe any one of the ordinary forms of brick-making machines.
3. Describe the method of getting down foundations under water by means of large wrought iron cylinders (if you can, describe some example that has been published).
4. Describe some of the methods adopted for attaching the rods to the chains in suspension bridges; also for carrying the chains over the towers.
5. Describe the construction of the diagonals adopted by Mr. Hawkshaw, in his large diagonally braced girder bridges, and the method of attaching them to the top and bottom of the girders.
6. Describe some of the principal kinds of framing that have been adopted for the locomotive.
7. Describe one of the forms of indicator, and the diagram it produces; and show how the diagram explains the action of the steam in the cylinder, and how the *actual* horse-power may be calculated from it.
8. Describe the action of the cataract in a Cornish engine.
9. Describe the precautions to be adopted in the construction of the bank of a reservoir for a gravitation system of water supply; and also the method of drawing off the water supply from the reservoir.
10. Write the specification for the masonry in a quay wall, where you have —— feet depth at low water, and vessels of —— tons to come alongside; both granite and limestone to be had in the neighbourhood.

Surveying, Levelling, and Mensuration.

1. A map has been plotted at a scale of 4 chains to the inch, and the paper has afterwards shrunk 1·75 per cent.: construct a scale for the shrunk map, showing half chains as the smallest division.
2. Describe the parts of a transit theodolite attached to the horizontal axis; also the provision for adjusting that axis.
3. Set the theodolite on the table to read
4. Plot as much of the accompanying traverse survey as you can in three-quarters of an hour.
5. Prove the form of the prismoidal formula applicable to railway cuttings.
6. How would you take out the quantities of earthwork when the surface of the ground intersects the formation level?
7. A Gravatts level is provided with three adjustments; assuming that one of these is not required, can you put the instrument in adjustment by using any two out of the three—selecting two, describe the method of adjustment you would use?
8. Describe the box sextant. For what class of work is it used?
9. Prove the formula for the angle of skewback of extrados in a segmental arch.

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10. Give the method of plotting to full size the development of the inner edge of the face of a skew bridge. What purpose is this line required for, and how does Barlow propose to do without it?

GEOMETRICAL DRAWING.

[N.B.—Students must attempt at least *four* of the first eight questions before credit will be allowed for answers to any of the others.]

1. A line in a drawing marked 12 feet 3 inches measures 2·85 inches long; construct a scale showing 6 inches as its smallest subdivision.

2. If two lines be perpendicular to the same plane, they shall be parallel to one another?

3. What is the method of fixing the position of a point or line in space which is used as the basis of descriptive geometry? Show that this method does fix the point a line.

4. Show that the projection of a straight line must be another straight line.

5. If two planes have their horizontal traces parallel, their intersection will be a horizontal line parallel to their traces, and its horizontal projection will be parallel to their traces?

6. If a line be perpendicular to a plane, its projection will be perpendicular to the trace of the plane?

7. Given one projection of a line lying in a plane whose traces are given, find the other projection.

8. Find the traces of a plane passing through a point and line whose projections are given.

9. Find the projections and real size of a section of a right circular vertical cone made by a plane perpendicular to vertical plane of reference.

10. Find the shadow cast by same cone on planes of reference, the cone being distinct from vertical plane by a distance equal to the diameter, and raised above horizontal plane by radius of base.

11. Find the shadow cast by the edges of the abacus of the Tuscan order on the ovolo moulding below it.

12. Describe the entablature of the Roman Doric order.

13. A horizontal line makes 37° with the picture plane, find its vanishing point. (If you have not a scale of chords with you, you can use the scale on the table.)

14. What are the conditions which determine the positions of the intradosal and extradosal coursing spirals in a skew bridge?

ALEXANDER JACK, *Professor.*

FACULTY OF MEDICINE.

MEDICINE.

1. State the symptoms of diphtheria and the causes of special danger in this disease.

2. Where is false membrane found in croup?

3. Is there false membrane ever found in bronchitis? What is the name given to this modification of the disease?

4. What are the symptoms and physical signs of pleuritis in the stage of effusion, and the diagnostic marks distinguishing it from other diseases?

Appendix C.
Selection of Papers used at the Sessional Examinations.

5. Describe the changes which take place in the lungs in a case of aborted tubercle.

6. What are the general symptoms of pericarditis?

7. State the symptoms of cancer in the stomach, and the form of cancer which is generally found in this organ.

8. What is the form and general character of chronic ulcer of the stomach?

9. State the symptoms of peritonitis, and explain their causes.

10. Explain what is meant by tabes mesenterica.

11. Distinguish the premonitory fever in measles, scarlatina, small pox.

12. Distinguish between the eruption of small pox and varicella.

D. C. O'Connor, *Professor.*

Materia Medica.

1. Give the Latin name, physical and chemical characters, and action of monkshood.

2. Same of hippo.

3. Same of croton oil.

4. Same of tartar emetic.

5. State the doses of castor oil, laudanum, Dover's powder, and aloetic pill.

6. How does mercury act on the blood?

Prize Questions.

7. What are Hanon and Kletzrusky's views as to the therapeutical action of iron, and how are they answered?

8. What are Brown-Sequard's conclusions as to the effect of excitation on the different parts of the nervous system?

9. To what peculiar forms of syphilis is iodide of potassium specially applicable?

10. How do arsenic and quinine differ in value when used for the treatment of intermittent fever?

Purcell O'Leary, *Professor.*

Medical Jurisprudence.

1. Describe the two classes of symptoms to which oxalic acid may give rise. How would you detect this substance in organic mixtures?

2. State some of the conditions under which water may corrode lead and become poisonous.

3. How is morphia detected in organic mixtures?

4. Explain shortly the principles upon which the static and the hydrostatic tests are based. State shortly the objections which have been urged against them.

5. When a body is found suspended by a cord, what are the medical facts which would lead you to the conclusion that death has really taken place by hanging, and that the body has not been suspended after death from some other cause?

6. Contrast the mode of attack and the nature of the spasms produced by strychnine, and by other diseases which might be mistaken, by an incautious observer, for poisoning by strychnine.

J. Blyth, M.D., *Professor.*

Selection of Papers used at the Sessional Examinations.

Medical Jurisprudence (*Legal Part*).

1. Give the reasons for the exclusion of what is called "hearsay evidence." Are there any, and what exceptions to the rule excluding it; and what are the grounds of any such exceptions?

2. What kind of questions are witnesses "privileged" to decline answering? Does such a privilege extend to protect medical men from being compelled to disclose the confidential communications of patients?

3. What is necessary to entitle a witness under examination to make use of memoranda in writing for the purpose of aiding or refreshing his memory?

4. In order to sustain a charge of murder by poison, is it necessary to prove the specific kind of poison which caused the death?

5. Upon what principle of law did Erskine rest Hadfield's right to an acquittal, on the plea of insanity, on the charge of shooting at King George the Third?

6. Can a medical witness be properly asked his opinion as to the sanity or insanity of a prisoner at the time of the commission of the act charged against him? What is the ground of objection to such a question?

7. In the investigation of a case of supposed infanticide, to what matters in particular should the attention of a medical examiner be directed?

8. What is one of the best tests of a testable capacity?

9. What should a medical certificate contain to justify the confinement of a person in a lunatic asylum?

Michael Barry, *Professor.*

Practical Anatomy.

1. State the characters by which the following vertebræ may be distinguished—viz., last cervical, first dorsal, eleventh dorsal, and last lumbar.

2. Describe the inter-articular cartilages and crucial ligaments of the knee joint.

3. What are the relations of the submaxillary gland, and of the Whartonian duct?

4. Describe the origin, insertion, and relations of the obturator externus muscle.

5. State the origin, insertion, and relations of the popliteus muscle.

6. What are the relations of the external carotid artery?

7. What are the relations of the prostate gland?

8. State the origin, course, and relations of the deep epigastric artery.

9. Describe the superior radio-ulnar articulation, the external lateral and coronary ligaments.

10. State the relations of the vesica urinaria in the male and female subject; describe the ligaments of the organ, its internal appearance and structure.

Anatomy and Physiology.

1. Describe the structure of the medulla spinalis, the division into columns, the connexions of the roots of the spinal nerves, and state the experiments made in order to determine their functions.

2. What are the microscopic features, on viewing a transverse section of a long bone?

Appendix C.

Selection of Papers used at the Sessional Examinations.

3. What are the microscopic characters of dentine and enamel?

4. Describe the arytenoid cartilages and the vocal cords; mention the muscles of the larynx.

5. Describe the mucous membrane of the stomach, its epithelium, and the gastric glands or follicles.

6. Mention the relations of the duodenum intestine, and describe its lining membrane and glands.

7. State the connexions of the pancreas; describe its structure and duct; mention the properties and office of the pancreatic secretion.

8. Describe the right and left auriculo-ventricular valves.

9. Describe the sounds which attend the action of the heart.

10. State the properties, composition, and use of the gastric juice.

J. H. Corbett, *Professor.*

SURGERY.

1. Describe, in detail, Hunter's views on the economy and different functions of the absorbent system.

2. What is the general process of ulceration, the different varieties of ulcers, and their treatment?

3. Describe the disease named charbon, how it is derived, how communicated, its usual course, and post-mortem appearances.

4. What are the varieties of ovarian tumours, their rate of growth, treatment, and the operation of ovariotomy?

5. What are the principal diseases of arteries, the different kinds of aneurism, the pathology, causes, and progress of aneurism, and the different methods of treatment and operations for its cure?

6. Describe the different methods of amputation, the cases suited for each method, and how performed on the middle third of the thigh.

7. What are the conclusions adopted by M. Ricord, from inoculating the products of the different affections of venereal diseases; the practice of syphilisation and its results; the pathology of syphilis, and treatment for each variety of the disease.

W. K. Tanner, *Professor.*

MIDWIFERY.

1. Explain how the ovate deformity of the pelvis is brought about.

2. Describe the "round ligaments." Give their structure and connexions. What are their supposed uses and analogies?

3. What do you consider to be the nature, physiological and chemical, of the menstrual fluid? and give proof of your views. Is it a secretion?

4. What is the chorion; how and where is it formed; with what structures is it connected; and what are its offices?

5. Enumerate the symptoms which would lead you to conclude that the fœtus in utero was dead.

6. Give Denman's classification of labours; also Churchill's.

7. What is understood in obstetric language by presentation, and what by position? Into what does the third position commonly change in its progress downwards? and describe the steps.

8. Enumerate the principal conditions during labour in which the use of the forceps is indicated; explain the mode of applying it in a case of arrest of the head in the cavity of the pelvis. What difficulties may we encounter here?

Appendix C.
Selection of Papers used at the Sessional Examinations.

9. A woman is in labour. The waters have been evacuated for ten hours; os uteri sufficiently dilated; head advancing very slowly under strong pains; fœtal pulsations, heard distinctly before, have not been perceptible for the last hour and half; the maternal passages have not suffered up to this time. What would be your practice in this case?

10. Mention the circumstances under which post-partum hæmorrhage is likely to occur; the means of prevention and treatment.

J. (R.) HARVEY, A.B., M.D., *Professor*.

FACULTY OF LAW.

REAL PROPERTY.—FIRST YEAR STUDENTS.

1. Into what two classes is property divided by English law? To which of those classes do the following estates and interests respectively belong? viz.:—

A term of 999 or any other number of years in land; for the life of another; as long as a woman shall remain a widow; for 99 years if *A B* shall so long live.

For a man's own life, and after his decease to the heirs of his body by *C D*, his present wife.

2. What ceremony at common law was requisite in creating or transferring a freehold estate in corporeal hereditaments?

3. When, and in what manner were the objects of the statute "De Donis" first evaded?

4. Show how a man may have an estate in possession in land, and yet not be in possession of the land.

5. What four principal properties or incidents has an estate in joint tenancy?

6. *A*, seized in fee, dies, leaving four granddaughters, two of them the issue of an elder, one the issue of his third, and one the issue of his youngest daughter; in what shares do the four granddaughters take?

7. Explain the terms "feoffee to uses," and "cestui que use."

8. Show how trusts, or at least some trusts, owe their origin to the construction given to the Statute of Uses.

9. What leases are exempted from the operation of the Statute of Frauds?

10. On what covenants in a lease on the part of the lessee is the assignee liable, and how far can he enforce those entered into by the original lessor? What principle of common law rendered it necessary to give a right of action on such covenants by statute?

11. Into how many parts are deeds usually divided by conveyancers?

12. For what purpose is the attestation of a subscribing witness to the execution of a deed affecting real estate in Ireland indispensable?

13. As a general rule, is want of consideration fatal to the validity of a deed? Give instances where it is so, and say what such a deed is technically called.

14. What alteration has been made by the Statute of Wills, Vic. c. 26, "or a devise of a freehold estate acquired subsequently to the execution of the will; and what is the construction of the words, "dying without issue"?

15. Describe an executory devise.

SMITH'S LEADING CASES.—THIRD YEAR STUDENTS.

Selection of Papers used at the Sessional Examinations.

1. How far is an innkeeper responsible for the goods of a guest committed to his care; and what precautions should an innkeeper observe to limit such responsibility?

2. What was the judgment of the Court in the case of Miller *v.* Bace?

3. How far was the law as to the competency of witnesses on the ground of religious belief modified by the decision of the Court in the case of Omichund *v.* Barker?

4. Show that the decision in the case of Clayton *v.* Blakey is consistent with the enactment of the Statute of Frauds affecting demises of land.

5. What earlier decision was overruled by the case of Dalhy *v.* the India and London Life Assurance?

6. How may the consignor's right of "stoppage in transitu" be defeated? Refer to the leading cases on this subject.

7. What was the subject-matter of the questions discussed in the cases of Manby *v.* Scott, Montagu *v.* Benedict, and Seaton *v.* Benedict?

8. How far is a covenant not to trade, binding on covenanter? and refer to the cases which apply to the subject of the question.

9. State the principle affirmed by the decision in Price *v.* Taningtou.

EQUITY.—THIRD YEAR STUDENTS.

1. Point out the fallacy of the notion that equity is intended to abate the rigour of the common law, and explain why it should be regarded as ancillary to it.

2. Distinguish between legal and equitable assets, and their mode of distribution.

3. What is meant by marshalling assets?

4. Upon what principle is the right of an executor to retain the amount of a debt due to himself grounded.

5. What is meant by the abatement of legacies, and in what order do they abate?

6. Upon what principle is the doctrine of "satisfaction" founded?

7. How is a suit of equity instituted on behalf of an infant?

8. What is meant by a married woman's equity for a settlement, and upon what kind of property exclusively does it attach? How may it be waived?

9. What distinctions are to be observed when relief is sought against the consequences of a mistake?

10. How may a defendant or respondent defend himself in a Court of Equity?

EQUITY.—SECOND YEAR STUDENTS.

1. Explain the concurrent jurisdiction of law and equity in many species of fraud, accident, and trust.

2. What trusts are peculiar to equity, and mention some which are cognizable in a court of law?

3. Give some instances illustrative of the maxim that "equity follows law."

4. Mention some of the chief differences in the two systems of law and equity, and state the effect of the Common Law Procedure Act, 1856, upon the jurisdiction of the common law, as to the matters previously within the jurisdiction of equity exclusively.

Appendix C.

Selection of Papers used at the Sessional Examinations.

5. What is an injunction?

6. Give some instances illustrative of the doctrine that equity considers what ought to have been done as actually done.

7. What is the object and effect of a suit "ne exeat regno"?

8. What is meant by "election" in equity?

9. What is the distinction between the relief afforded in a Court of equity upon the breach of a contract relating to land from that given in a court of law?

PERSONAL PROPERTY.—SECOND YEAR STUDENTS.

1. Define "things personal," and state the different species of title to them.

2. What is the distinction between express and implied contracts, and give some instances of those of the latter description?

3. State the law as to the time in which the property in things sold becomes changed.

4. What is stoppage in transitu, and when is the vendor entitled to this privilege?

5. What is a *del credere* commission?

6. What is provided as to a contract of guarantee by the Statute of Frauds? Is this still the law?

7. When is a person said to die intestate?

8. Who are capable of being testators, and what are the chief exceptions to the general rule upon this subject?

9. What alteration was made by the last Wills Act, as to the capacity of an infant to make a will?

10. What is the probate?

11. What are bona notabilia?

12. What is the difference between a general and a special acceptance of a bill of exchange?

13. Describe a charter party.

14. Is there any exception to the "jus accrescendi" in reference to any class of personal property vested in several persons?

MICHAEL BARRY, *Professor.*

Appendix D.

List of the Students who obtained Honors or Prizes at the Sessional Examinations.

APPENDIX D.

LIST of the STUDENTS who obtained HONORS or PRIZES at the SESSIONAL EXAMINATIONS held in June, 1866.

GREEK (Third Year).

Charles Drinan, . . .	equal.
Richard O'Neill, . . .	

GREEK (Senior).

Joseph O'Brien, . . .	1st, equal.
William G. Fitzgerald, .	
John O'Driscol, . . .	3rd, equal.
James R. Brett, . . .	
Maurice Daly, . . .	5th, equal.
Benjamin Hamilton, . .	

GREEK (Junior).

Charles Haines, . . .	1st.
Matthew J. Bourke, . .	2nd.
John Parks, . . .	3rd, equal.
Robert Allen, . . .	
Charles Crookshank, . .	

LATIN (Third Year).

Charles Drinan, . . .	

LATIN (Senior).

William Fitzgerald, . .	1st.
John O'Driscol, . . .	2nd.
Benjamin Hamilton, . .	3rd.
Maurice Daly, . . .	4th.
Joseph O'Brien, . . .	5th, equal.
Thomas Rearden, . . .	

LATIN (Junior).

Charles Crookshank, . .	1st, equal.
Charles Haines, . . .	
Bernard O'Connor, . .	
Matthew Bourke, . . .	4th, equal.
Robert Allen, . . .	

LIST of STUDENTS who obtained HONORS or PRIZES—*continued.*

Appendix D.

List of the Students who obtained Honors or Prizes at the Sessional Examinations.

FRENCH (Senior).	
Stephen Ronan,	1st,
Edwin Blake,	equal.
FRENCH (Junior).	
Joseph O'Brien,	1st.
Matthew Bourke,	2nd.
FRENCH (Medical).	
William J. Hastings,	1st.
Watkin R. O'Connor,	2nd.
MATHEMATICS (Third Year).	
John Burke,	1st.
MATHEMATICS (Second Year).	
Arthur Anglin,	1st.
John Thornhill,	2nd.
ENGLISH LANGUAGE.	
Joseph O'Brien,	1st,
Maurice Daly,	equal
Charles Crookshank,	2nd.
ENGLISH LITERATURE.	
Michael Barry.	
John W. Mills.	
Charles Drinan.	
HISTORY.	
Michael Barry,	1st.
Richard O'Neill,	2nd.
Andrew B. Dale,	3rd.
METAPHYSICS.	
John W. Mills.	
LOGIC.	
Stephen Ronan.	
NATURAL PHILOSOPHY (Medical).	
Alexander Merrick,	1st.
Francis Nunan,	2nd.
NATURAL PHILOSOPHY (Arts and Engineering).	
Stephen Ronan,	1st.
Arthur Anglin,	2nd.
PRACTICAL MECHANICS.	
John H. Jones,	1st.
Samuel Anglin,	2nd.
Robert Ring,	3rd.
POLITICAL ECONOMY.	
John Foley.	
CHEMISTRY.	
Alexander Merrick,	1st.
Roderick Kane,	2nd.
William Hastings,	3rd.
John Lloyd,	4th.
Michael Kearney,	5th.
Edwin Blake,	6th.
ENGINEERING (First Year.)	
Roderick Kane,	1st,
Patrick Rice,	equal.
ENGINEERING (Third Year).	
John H. Jones,	1st.
Robert Ring,	2nd.
Samuel Anglin,	3rd.
LAW, ENGLISH (First Year).	
Thomas Padin.	
LAW, ENGLISH (Second Year).	
George Lawrence,	1st,
James Shenkwin,	equal.
LAW, CIVIL (First Year).	
Thomas Padin.	
LAW, CIVIL (Second Year).	
James Shenkwin.	
MEDICINE (Fourth Year).	
Medical Jurisprudence.	
George Gibson.	
Medicine.	
George Gibson.	
SURGERY (Third Year.)	
Patrick J. Cremen,	1st.
Robert D. Corbett,	2nd.
John Roche,	3rd.
MIDWIFERY (Third Year).	
Patrick J. Cremen,	1st.
Robert D. Corbett,	2nd.
John Roche,	3rd.
Henry Nash,	4th.
PRACTICAL ANATOMY (Second Year).	
Robert D. Corbett,	1st.
Patrick J. Cremen,	2nd.
PRACTICAL ANATOMY (First Year).	
John F. Fitzpatrick,	1st.
William F. Newsam,	2nd.
PRACTICAL CHEMISTRY (Second Year).	
John Donovan,	1st.
William F. Newsam,	2nd.
John F. Fitzgerald,	3rd.
Timothy M'Auliffe,	4th,
Arthur Hannan,	equal.
ANATOMY and PHYSIOLOGY (Second Year).	
William F. Newsam,	1st.
Timothy M'Auliffe,	2nd.
George Finlay,	3rd.
John F. Fitzpatrick,	4th.
John Donovan,	5th.
ANATOMY and PHYSIOLOGY (First Year).	
Alexander Merrick,	1st.
John Enright,	3rd,
Matthew D. O'Connell,	equal.
William J. Hastings,	4th,
William Connell,	equal.
MATERIA MEDICA.	
James M. Beamish,	1st.
John F. Fitzgerald,	2nd.

Appendix E.

Table giving List of Classes, No. of Lectures, and No. of Students attending same.

APPENDIX E.

TABLE giving LIST of CLASSES, NUMBER of LECTURES, and NUMBER of STUDENTS attending same.

	No. of Lectures Weekly.	No. of Lectures.	No. of Students.
Greek,	10	256	46
Latin,	9	204	41
Extra English,	–	43	4
English Language,	3	28	28
,, Literature,	3	50	11
History,	3	52	4
French,	9	225	77
Mathematics,	9	204	66
Chemistry,	3	70	67
Practical Chemistry,	7	40	38
Natural Philosophy,	14	295	68
Natural History,	3	71	42
Political Economy,	4	24	3
Geology and Mineralogy,	3	71	29
Logic,	3	32	11
Metaphysics,	3	55	3
Engineering,	6	200	44
Anatomy and Physiology,	5	107	62
Practical Anatomy,	5	100	84
Surgery,	3	60	43
Midwifery,	3	66	34
Medicine,	3	54	19
Materia Medica,	3	51	36
Medical Jurisprudence,	4	36	17
English Law,	3	72	9
Civil Law,	3	47	6

Appendix F.

Form of Circular from the President, and Reports from Professors.

APPENDIX F.

FORM of CIRCULAR from the PRESIDENT, and REPORTS of the PROFESSORS.

RETURN to be filled up by the Professor of ———— and to be returned to the Registrar, so filled up, for the official information of the President, on or before the ———— being for the Collegiate Session 186—:

A.—As to the course or courses of lectures given by the Professor. 1st. Duration and extent of the course; number of terms. 2nd. Number of weeks of lectures in each term. 3rd. Number of lectures weekly, and days and hours of lectures.

B.—The description or title of the course or courses of lectures delivered, and a general abstract of the subjects of instruction contained in the course, and the title of the text-books recommended.

C.—Whether the lectures are illustrated by reference to maps, diagrams, specimens, or experiments; and a general notice of the kind of illustrations used.

D.—Whether any method of tutorial, or other special instruction, is employed, as by setting out portions of text-books for lessons, by themes, or exercises in composition, or problems; and whether special class examinations are held, and at what time; or whether herborization excursions, or field exercises, are given.

E.—What faculties or division of students are those attending courses of lectures of the Professors making the return.

F.—The number of students attending each course—distinguishing matriculated and non-matriculated students; and the general regularity of attendance. Appendix F. Reports from Professors.

G.—The general conduct of students at the Professor's lectures; and the general state of discipline as regards the Professor's classes.

H.—The general condition of the department of which the Professor has charge, as to supplies, fitments, cleanliness, and accommodation, for the purposes of instruction.

The Professor, in making the above returns, is requested to mark the answers with the letter designating the portion of the form of. return, as above, to which each answer refers.

Signed, by order of the President,

Registrar.

REPORT of the PROFESSOR of GREEK.

A.—1. The course of lectures extended over 3 terms. 2. The first term consisted of 8 weeks, the second and third together of about 18 weeks. 3. There were 10 lectures delivered in each week, viz., on every day except Saturday, between the hours of 9 and 11 o'clock, A.M.

B.—The course of the Greek language and literature.

C.—No.

D.—Portions of the authors read in class, were prepared by the pupils in the intervals between the lectures; and exercises in composition, in prose and verse, required according to their proficiency.

E.—Exclusively by students in the Faculty of Arts.

F.—Forty-six, all matriculated students.

G.—Conduct generally satisfactory, and attendance regular.

H.—Satisfactory.

JOHN RYALL.

REPORT of the PROFESSOR of LATIN.

A.—1. The course extended through 3 terms. 2. First term, 7 weeks; second term, 10 weeks; third term, 5 weeks. 3. Junior class, 4 lectures weekly; senior class, 3 lectures weekly; extra and third year's class, 2 lectures weekly.

B.—The Latin language. Text-books of lectures:—Junior class: Livy, part of Book II.; Horace—Satires, Book I., 6–10. Senior class: Cicero—De Finibus, Book I.; Juvenal—Satires, I., part of 2, 3, and 4. Extra and third year's class: Tacitus—Annals, Book III., chapters 1–30; Plautus—part of the Pseudolus.

C.—The lectures were illustrated by references to a collection of electrotype copies of ancient coins and gems.

D.—The students prepared a portion of the text-book for each lecture; they also wrote Latin exercises in prose and verse.

E.—Students in Arts.

F.—Thirty-eight matriculated, and 1 non-matriculated.

G.—Satisfactory.

H.—Much inconvenience was caused by the offensive smell from the pathological collection adjoining the Professor's lecture-room.

B. LEWIS.

Appendix F.

Reports from Professors.

REPORT of the PROFESSOR of HISTORY and ENGLISH LITERATURE.

A.—1. Two terms, History and English Literature; 1 term, English Language. 2. History, first term, 8 weeks; second term, 11 weeks. English Literature, first term, 8 weeks; second term, 10 weeks. English Literature, extra, first term, 7 weeks; second term, 8 weeks. English Language, second term, 10 weeks. 3. History, 3 lectures weekly—Monday, Wednesday, Friday, 1–2. English Literature, three lectures weekly—Tuesday, Thursday, 12–1; Saturday, 11–12. English Literature, extra, three lectures weekly—Monday, Wednesday, Friday, 12–1. English Language, three lectures weekly—Tuesday, Thursday, 11–12; Saturday, 10–11.

B.—History—European: Gibbon, Decline and Fall; Hallam, Middle Ages. English: Hume, History of England; Hallam, Constitutional History of England. English Literature: Chambers's Cyclopædia of English Literature; Craik, English Literature; Marsh, Lectures. English Language: Craik's Outlines.

C.—The lectures on history are illustrated by Bell's Chronological Tables, and Von Spruner's maps.

D.—The students are generally examined on the subjects discussed at the previous lecture. The students in English literature and the English language are required to produce an exercise in composition once a week.

E.—Students in the Faculty of Arts. One student had also entered in the Faculty of Medicine.

F.—History, 3 students, matriculated; English Literature, 11 students, matriculated; English Literature, extra, 2 students, matriculated; English Language, 28 students, matriculated. Attendance regular.

G.—Conduct and discipline satisfactory.

H.—Condition of the department good.

WM. RUSHTON.

REPORT of the PROFESSOR of MODERN LANGUAGES.

A.—1. The duration of the courses was of the whole session, namely, 3 terms. 2. Nine weeks during the first term; 11 during the second, and 10 during the third. 3. Nine lectures weekly, three times a week, from 12 to 3.

B.—The courses of French consist of lectures on the syntax, and comparative grammar, and literature, the writing of exercises, and preparing the text-book. The text-book in the class of *Medical French*, was Achille Comte's *Lectures sur les Sciences*, with extracts dictated from Bichat, Lallemand, Chomel, &c., &c. The text-books in the *Senior French*:—Demogeot's *Littérature Française*; *Grandeur des Romains* de Montesquieu; Molière's *Misanthrope*; Racine's *Phèdre*. The text-books in the *Junior French*:—Demogeot; *L'Avare* de Molière; Racine's *Esther*.

C.—Lectures not illustrated in any way.

D.—The method of tuition, partly tutorial and partly professorial, as indicated in the reply to the letter B.

E.—Students attending the above courses of French belonged to the Faculties of Medicine, Arts, and to the School of Engineering.

F.—The number of students in the Medical French was 30; in the Senior French, 25; and 22 in the Junior French. Seventy-five lectures were given to each class during the session, and the attendance was very fair.

G.—The general conduct of the students was satisfactory.

H.—The general condition of the different rooms, excellent.

R. DE VERICOUR.

Report of the Professor of Mathematics.

A.—1. Three terms. 2. First term, 9 weeks; second term, 10 weeks; third term, 5 weeks. 3. Nine lectures weekly. From 12 to 1, and 2 to 4—Mondays, Wednesdays, and Fridays.

B.—Pure mathematics. Text-books recommended:—Pott's Euclid, Colenso's Arithmetic, Todhunter's Algebra, Trigonometry, Conic Sections, Differential and Integral Calculus, Salmon's Conic Sections, Drew's Geometrical Conics, Frost and Wolstenholme's Solid Geometry, Boole's Differential Equations.

C.—Lectures are illustrated by diagrams and apparatus.

D.—Portions of text-books are pointed out and recommended. Problems set every Friday in each class.

E.—Arts and Engineering.

F.—In the junior class about 45; in second year's class about 15; in extra class, 3.

G.—Extremely good.

H.—The lecture-room is good, but too much occupied. The Professor has no private room to prepare his lectures in, or to enable students to consult him after lecture. In his so called private-room at present there are four or five Professors quartered, while some Professors have a room entirely to themselves, and two Professors have even two private rooms each. The Professor of Mathematics, having regard to the amount of business he has to transact on behalf of the College in a private room, cannot but regard this as highly unsatisfactory.

Robert Romer.

Report of the Professor of Chemistry.

A.—First course of 3 terms; first term of 8 weeks; second and third terms of 16 weeks together. Three lectures per week on Monday, Wednesday, and Friday, from 11 to 12. Second course of 3 months, on Monday, Wednesday, and Friday.

B.—First course; systematic chemistry, embraced the laws of combination, history of metallic and non-metallic substances, theories of organic chemistry, and description of organic compounds. Text-books, Fownes, Graham, Kane, Miller, Regnault. The second course was conducted in the laboratory.

C.—Illustrations by diagrams, specimens, and experiments.

D.—In first course by lectures, and by explanations of difficulties after lectures to students. In the second course, each student works under the professor's superintendence.

E.—Students of the Faculties of Medicine, Engineering, and a few from Arts, attend the first course; Medical students alone attend the second.

F.—In the first course, 59 matriculated and 8 non-matriculated; and in the second 39 matriculated and 1 non-matriculated. The general attendance was good.

G.—General conduct good, and state of discipline also good.

H.—The department is well provided with supplies, fitments, and apparatus for the purposes of instruction. The ventilation of the public laboratory, when a large class of students is working, is at present defective.

J. Blyth, m.d.

Appendix F.

Reports from Professors.

REPORT of the PROFESSORS of MEDICAL JURISPRUDENCE.

A.—Three months. Lectures on Tuesday, Thursday, and Friday, at twelve.

B.—The subjects chiefly enlarged upon were toxicology, infanticide, injuries, wounds, insanity, and the rules regulating the admission of evidence in legal procedure. Text-books:—Tayler and Guy. The perusal of leading cases reported, as for example, Lord Ferrar's case, Hadfield's case, the Gardner and Douglas Peerage cases, &c.

C.—By experiments.

D.—By lectures, illustrated by experiments.

E.—Students of the Faculty of Medicine.

F.—

G.—Conduct good, and discipline excellent.

H.—The class is at present dependent on the chemical department for apparatus and materials to illustrate the toxicological portion of the course.

J. BLYTH, M.D.
MICHAEL BARRY, B.L.

REPORT of the PROFESSOR of NATURAL PHILOSOPHY.

A.—Six courses. 1. Each three terms. 2. In the first term, lectures were delivered 8 weeks; in the second, 11 weeks; and in the third, 6 weeks. 3. In the senior class of Experimental Physics, and the honor class in Mathematical Physics, 3 lectures were delivered in each week. In each of the other classes, 2 lectures in each week.

B.—In the classes of Experimental Physics, the subjects were the Elements of Mechanics, Hydrostatics, Optics, and Astronomy; also Heat, Magnetism, and Electricity. Text-books:—Ganot's Traite de Physique. In Mathematical Physics, Newth's Mechanics, Todhunter's Statics, Tait and Steel's Dynamics; Parkinson's Optics; Brinkley's Astronomy. In Engineering Physics, Tate's Exercises in Mechanics; Twisden's Practical Mechanics; De Pambour's Theory of the Steam Engine.

C.—The lectures in Physics were illustrated by experiments and diagrams.

D.—In Mathematical and Engineering Physics, the tutorial method was used, and problems proposed as exercises.

E.—The senior class of Experimental Physics was attended by students of the second year in Arts, and the second year in Engineering; the honor course in Mathematical Physics, by students of the third year in Arts and Engineering; the honor course in Experimental Physics, by students of the third year in Arts; the class of Engineering Physics, by students of the third year in Engineering; the junior class of Experimental Physics, by students of the first year in Medicine.

F.—Senior class of Experimental Physics 20; junior 31; Mathematical Physics (honor) 6; Experimental Physics (honor) 1; Mathematical Physics (Engineering) 9; Engineering Physics, 14. The attendance in all was regular.

G.—The conduct of the students was satisfactory.

H.—The arrangements for carrying on the business were satisfactory.

JOHN ENGLAND.

REPORT of the PROFESSOR of JURISPRUDENCE and POLITICAL ECONOMY.

A.—1. Political Economy, 26 lectures, two terms; 2. Jurisprudence, 23 lectures, two terms; 3. Civil Law, 23 lectures, two terms; 4. Constitutional Law, 8 lectures, in one term.

Appendix F.

Reports from Professors.

B.—*Political Economy.*—Rent, profit, and wages; commerce, taxation, currency, and banking. Text-books:—J. S. Mill, Fawcett, Mills, Senior. *Jurisprudence.*—Selections from the writings of Maine, Stephens, J. S. Mill, &c., and lectures of the Professor. *Civil Law.*—Sandar's Justinian.

C.—No.

D.—The tutorial and professorial methods are both employed.

E.—In Political Economy, Arts Students: in the other subjects, Law Students.

F.—In Political Economy, 3 matriculated; in Jurisprudence, 3 matriculated; in Civil Law, 3 matriculated; in Constitutional Law, 1.

G.—Very good.

H.—The inconvenience complained of in my last report, caused by want of a lecture-room, still continues.

R. H. Mills.

Report of the Professor of Mineralogy and Geology.

A.—The course of lectures given by the Professor of Mineralogy and Geology extended over the three terms of the collegiate session; the number of weeks of lectures in each term being, in the first, 9; in the second, 10; and in the third, 6. The days of lectures during each week were three, namely, Tuesdays, Thursdays, and Saturdays; the hours being, on Tuesdays and Thursdays, from 2 to 3 P.M., and on Saturdays from 10 to 11 A.M.

B.—The title of the course was Geology and Mineralogy, which included Physical Geography, Mineralogy, Geology, and Palæontology; and the books recommended in the course were Hughes' Outlines of Physical Geography, Somerville's Physical Geography, Herschell's Physical Geography, Nicol's Manual of Mineralogy, Page's Elementary Text-book of Geology, Lyell's Elements and Principles of Geology, Juke's Manual of Geology, Murchison's Siluria, and Owen's Palæontology.

C.—The course was illustrated by maps, sections, diagrams, and specimens.

D.—The mode of instruction was professorial, and near the end of the course field instruction was given on Practical Geology.

E.—All the students, with the exception of two Bachelors of Arts, appertained to the Department of Engineering.

F.—The number of students attending the course was 29, of which, with the exception of the 2 above referred to, 19 were first year's and 8 were second year's matriculated students in Engineering; and the attendance of these was, on the whole, regular.

G.—The general conduct of the students of lectures and their discipline was satisfactory.

H.—As regards supplies, fitments, and accommodation, these meet the requirements of the class. The class-room, however, requires re-colouring, and the museum, so far as the walls are concerned, is in a very improper condition.

Robert Harkness.

Report of the Professor of Logic and Metaphysics.

A.—On Logic and Metaphysics. 1. Logic, 1 term; Metaphysics, 2 terms. 2. Two terms. Logic, Tuesdays and Thursdays, at 2 o'clock; Saturdays at nine. Metaphysics, Tuesdays and Thursdays, at 1 o'clock; Saturdays at 10 o'clock.

B.—Logic, Deductive and Inductive—Aldrich, parts of Mill, Baynes,

Appendix F.
Reports from Professors.

and Thompson. Metaphysics—History of Philosophy and Psychology; History of Philosophy of the University of France.

C.—No illustrations are used except such as are drawn or written on the board during the course of the lectures.

D.—Both the tutorial and professorial systems are used.

E.—Logic, second year's students in Arts; Metaphysics, third year's students in Arts.

F.—Logic, 10; Metaphysics, 2—all matriculated. Attendance very satisfactory.

G.—Conduct of students in the class-rooms unexceptionable.

H.—The inconvenience complained of in the last report, as arising from the way in which the lecture-rooms were allotted after the fire, still continues.

G. S. Read.

Report of the Professor of Surgery.

A.—The course of lectures continued, for the College Session 1865–66, for the three terms, on every Tuesday, Thursday, and Saturday, from 3 to 4 o'clock.

B.—Theory and Practice of Surgery; Druett's Manual of Modern Surgery; Erichsen, Chelius, and Cyclopædia of Practical Surgery.

C.—Diagrams, specimens, the microscope, and operative surgery on the subject.

D.—Occasional class examinations.

F.—Matriculated, 40; non-matriculated, 3. General attendance regular and satisfactory.

G.—The students' general conduct and state of discipline, without exception, very good.

H.—The department is deficient as to supplies and fitments.

W. K. Tanner.

Report of the Professor of Midwifery.

A.—Midwifery. Six months' course. Over 60 lectures. Three lectures weekly—Mondays, Wednesdays, and Fridays—four o'clock.

B.—Midwifery. Physiology of the functions of reproduction and gestation. Parturition in its various bearings, theoretical and practical. Diseases of childbed. Management and diseases of infants.

C.—Diagrams, casts, models, preparations &c.

D.—

E.—Faculty of medicine.

F.—Matriculated, 32; non-matriculated, 2; total, 34.

G.—General conduct good.

H.—General condition of the department more satisfactory; still deficient in some respects.

J. (R.) Harvey, A.B., M.D.

Report of the Professor of Practice of Physic.

A.—Lectures on the Practice of Physic, from the beginning of November to the end of April, delivered in three terms; the first term about three weeks; the second and third uncertain. The lectures are on Mondays, Wednesdays, and Fridays, from 3 to 4 o'clock.

B.—The Practice of Physic, embracing all subjects implied in that term.

C.—Illustrated by references to plates and pathological specimens.

D.—Besides lectures, the students are occasionally submitted to examination.

E.—Faculty of Medicine.

F.—The number of students is—matriculated, 17; non-matriculated, 2. The discipline, most exemplary.

G.—The conduct of students, excellent.

H.—The Pathological Museum is still very imperfect, owing to the losses sustained by the recent fire at the college.

DENIS C. O'CONNOR, A.B., M.D.

REPORT of the PROFESSOR of ENGLISH LAW.

A and B.—Four courses of lectures were given, comprising 24 to the classes of the first, second, and third, and 12 to the class of the fourth year, in English law: on the law of real property and principles of conveyancing to the class of the first; of equity, bankruptcy, and personal property to the class of the second; of common and criminal law to the class of the third; and on medical jurisprudence to the class of the fourth year.

The text-books used in the several classes were Williams on Real Property, Williams on Personal Property, Smith on Contracts, Smith's Manual of Equity Jurisprudence, Smith's Leading Cases, Story's Equity Jurisprudence. Blackstone's Commentaries, Broom's Maxims, and other approved works, were recommended for perusal by the students.

C.—The several subjects were illustrated by precedents, and as far as practicable by the consideration of cases, and references to cases as authorities.

D.—The instruction was chiefly tutorial and by oral examination.

E.—Arts and Law.

F.—Three in the class of the first, 3 in the class of the second, 3 in the class of the third, and 1 in the class of the fourth year.

G.—The conduct and attendance of the students were excellent.

H.—No arrangement has been made as yet for a separate class and lecture room, and the Professor and students have felt the inconvenience very much. The notice of the President to this want is respectfully requested.

MICHAEL BARRY, *Professor.*

REPORT of the PROFESSOR of MATERIA MEDICA.

A.—Course of lectures extending from the 2nd of November to 1st of May. Three lectures weekly, from 3 to 4 P.M on Tuesdays and Thursdays, and from 12 to 1 P.M. on Saturdays.

B.—Lectures on Materia Medica and Therapeutics, comprising general Therapeutics, Pharmacy, Pharmacognosy, Pharmacology, Posology, and Formulation. Text-books recommended:—Pereira's Manual; Frazer's, Royle's, Waring's Manuals; Oesterlen Lehrbuch, Clarus' Handbuch; Rousseau and Pidoux's Therapeutique.

C.—Lectures illustrated by drawings and diagrams, specimens from Botanical Garden, and microscopical demonstrations.

D.—Demonstrations, chemical and microscopical, and examination of the articles of the Materia Medica.

E.—Faculty of Medicine.

F.—Matriculated, 35; non-matriculated, 1.

G.—General conduct admirable. Students remarkably attentive and industrious.

H.—Department gradually becoming provided with necessary supplies and fitments; accommodation, however, interfered with by non-medical lectures.

PURCELL O'LEARY.

REPORT of the PROFESSOR of NATURAL HISTORY.

A.—One course on Zoölogy and Botany. 1. The course consisted of 71 lectures, and extended over three terms. 2. The first term included 8; the second, 11; and the third, 6 weeks of lectures. 3. Three lectures weekly, at 3 P.M., on Mondays, Wednesdays, and Fridays.

B.—The course embraced lectures on the principles of Zoölogy and Botany, and on the Structure and Classification of Plants and Animals. The text-books used were Knox's translation of Milne Edwards' Zoologie, with Henfrey's Elementary Course of Botany. Bentham's Handbook of the British Flora; Lindley's Descriptive Botany, and Carpenter's Principles of Comparative Physiology, were also recommended.

C.—The lectures were illustrated by reference to specimens and diagrams. Herborisations were given during the third term.

D.—The professorial method of instruction was chiefly employed.

E.—The lectures were attended by students of the third year in the Faculty of Arts, and of the first year in the Faculty of Medicine.

F.—Seven students in the Faculty of Arts, 30 in that of Medicine, and 5 non-matriculated students, were present during the course. Eight of these attended *diligently*, 28 *duly*, and 5 were disqualified for insufficient attendance. One student died during the session.

G.—The conduct of the students was satisfactory.

H.—The general condition of the department, of which the Professor has charge, is tolerably efficient. Some diagrams, with other aids towards the illustration of the lectures, are needed. The Professor is still much in want of a private room wherein to prepare himself to meet his class, to aid the more advanced students in the prosecution of their studies, and to keep various appliances required in connexion with the Museum of Natural History. The lecture-room, built and finished by the Board of Works, is ill lit, ill ventilated, and not supplied with proper accessories for the due arrangement or exhibition of diagrams.

The windows of the room containing the Zoölogical collection admit rain freely during inclement weather, while their small diamond panes, ill suited to a museum, do not admit sufficient light. The same room, also, is quite inadequately heated, to the great detriment of the collection. Its walls have never been properly coloured or painted, and, at present, their condition is most unsightly. The locks of several of the cases are out of order.

J. REAY GREENE.

REPORT of the PROFESSOR of ANATOMY and PHYSIOLOGY.

A.—Two courses delivered daily (Saturday excepted) during the Medical Session: Anatomy and Physiology at one o'clock; Anatomical Demonstrations at twelve o'clock. Number of lectures and demonstrations, 210.

B.—One course entitled Anatomy and Physiology, the other Practical Anatomy and Demonstrations. The dissections performed by the students are superintended by the Professor of Anatomy and Physiology, and by the Demonstrators.

The course of Anatomy and Physiology comprehends the following

Appendix F.

Reports from Professors.

subjects :—1. Nature of life and organization ; general description of the vital functions ; general and special description of the textures of the human frame ; development of tissues and all other branches of Histology ; composition of the fluids, viz., the blood, lymph, chyle, saliva, gastric juice, bile, &c. :—2. Physiological Anatomy of the organs of support and locomotion, circulation, respiration, digestion, chylification, absorption, secretion, excretion, reproduction ; the brain and its membranes ; spinal cord and its membranes ; the ganglia and nerves ; the organs of touch, smell, vision, hearing, taste ; organ of voice, &c. :—3. The course comprehends all branches of Human Physiology ; various subjects comprised in it are elucidated by reference to Comparative Anatomy and Physiology.

The course of Anatomical Demonstrations includes the special description of the bones, joints, ligaments, arteries, veins, nerves, &c. ; it also embraces Regional and Surgical Anatomy.

The text-books are the following, viz., Todd and Bowman's Physiological Anatomy, and Carponter's Valentin's, and Kirke's Works on Physiology ; the Works of Quain, Harrison ; Wilson's Vade Mecum ; Gray's Anatomy ; Ellis's Demonstrations ; Corhett on the Arteries ; Kelliker, Gerher, and Hassal on Microscopic Anatomy.

C.—The lectures are illustrated by recent and prepared dissections, by charts, plates, diagrams, and anatomical preparations. Minute anatomy of the tissues is illustrated by microscopical specimens.

D.—The students were examined in former sessions on Saturday ; the arrangements during this session did not admit of such a course.

E.—Students of medicine and surgery.

F.—The course of Anatomy and Physiology was attended by 85 students ; the course of Practical Anatomy was attended by 94 students. All students had matriculated except 11.

G.—The students have attended the Professor's lectures with regularity.

H.—The preparations, plates, and charts are good ; but it is most desirable that additions should be made to the anatomical collections. The rooms are kept in a state of cleanliness.

In session 1865–66, the accommodation was extremely defective ; the size of the dissecting-room does not bear a proper proportion to the number of students engaged in practical anatomy.

J. H. Corbett.

Report of Professor of Civil Engineering.

A.—1. Each course of lectures extends through the three terms. 2. In the first term, 8 weeks ; second, 11 ; third, 6. 3. Three lectures weekly in each course. Students of the first year, Monday, Wednesday, Friday, 10, A.M. ; second year, Tuesday, Thursday, Saturday, 10, A.M. ; third year, Monday, Wednesday, Friday, 12, noon. Office open Tuesday, Thursday, Saturday, from 10, A.M., to 2, P.M.

Total number of lectures :—

To students of first year, ...	67
" second year, ...	66
" third year, ...	67
In office, ...	69
Total, . .	269

B.—*First year.*—Descriptive Geometry ; Orthographic Projection ; Shadows ; Isometric Projection ; Perspective ; Principles of Architecture ; Geometry of the Oblique Bridge. Text-books :—Hall's Descriptive Geometry ; Engineer and Machinist's Drawing Book ; Rickman's Architec-

Appendix F.

Reports from Professors.

ture; Buck on the Oblique Bridge. *Second year.*—Surveying, Levelling, and Mensuration. Text-books:—Rankine's Civil Engineering; Cotton's Manual of Railway Engineering; Williams' Geodesy. *Third year.*—Materials used in Construction; Principles of Construction of Bridges, Roads, Railways, Canals; Hydraulic Engineering; Strength of Materials; Principles of Construction of the chief machines employed by the Engineers. *Drawing Office.*—First year students are chiefly employed in drawing the outlines given at lectures, and a few easy examples of their application. The second and third years' classes in making working drawings of examples of the subjects of lectures, and in mapping.

C.—Illustrated by reference to maps, drawings, and instruments.

D.—The tutorial and professorial methods of instruction are adopted, according to the subject of the lecture. Instruction is given in the field.

E.—Students in the department of Civil Engineering.

F.—Students of first year,	Mat.	19	N. Mat.	-
„ second year,	„	10	„	-
„ third year,	„	15	„	-
Total,		44		-

The majority of the students have attended tolerably regularly.

G.—Conduct of students very good.

H.—General condition of department good.

Alexander Jack.

Appendix G.

List of successful Candidates.

APPENDIX G.

List of University Degrees, Diplomas, and Honors obtained by Students of Queen's College, Cork, at the Commencements in June and October, 1866; also Peel Exhibitions.

Degree of M.D.

Unclassed:
Thomas St. John Clarke.
William Collins.
George J. Gibson.
Joseph R. Greene, *Honoris Causâ*.
Andrew Mullan, M.A.
John O'Connor.

Unclassed—*continued.*
William A. O'Connor.
Daniel O'Connor.
Robert N. Power.
Edmund Townsend, B.A.
George N. Wood.

Degree of M.Ch.

George J. Gibson.
William Collins.
Barry Delany.
Edward L. Sheehy.

Pierce Mansfield, B.A.
John O'Connor.
James J. L. Rattan.
Edmund Townsend, B.A.

Degree of M.A.

Second Class:
Richardson Evans, Second Class in English, History, and Political Economy.
Edward D. J. Wilson, Second Class in English, History, and Political Economy.

Degree of B.A.

Second Class:

Thomas Sandiford, Second Class in Experimental Science.

Third Class:

John Burke, Third Class in Mathematical Science.
John W. Mills, } Third Class in English, Logic, and Metaphysics.
Richard F. O'Neill, }

A LIST OF UNIVERSITY DEGREES, DIPLOMAS, &c.—*continued.*

Appendix G.

List of successful Candidates.

DEGREE OF B.A.—*continued.*

Unclassed:
Andrew B. Dale.
Charles Drinan.
John Foley.

Unclassed—*continued:*
Francis Roche.
Thomas West.

DIPLOMA IN ELEMENTARY LAW.
Richard J. Wood.

DIPLOMA IN ENGINEERING.
First Class:—John H. Jones.
Third Class:—Samuel Anglin and Robert Ring.

Unclassed:
John E. Clanchy, B.A.
Edward W. Haynes.

Unclassed—*continued:*
Philip W. W. M'Carty.
George Weldon.

SECOND PRIZE ESSAY:—Edward D. J. Wilson, B.A.
PRIZE ESSAY IN MEDICINE:—Daniel F. Buckley, B.A.

FIRST UNIVERSITY EXAMINATION IN ARTS.
First Class:—John Burke.
Second Class:—John W. Mills.
Third Class:—Charles Drinan.

Without Honors:
Andrew B. Dale.
John Foley.
Francis W. Lindsay.
Alexander M'Auliffe.

Without Honors—*continued:*
James H. M'Fadden.
Richard F. O'Neill.
Francis Roche.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.
Third Class:—William F. Newsam.

Unclassed:
Mark E. Anthony.
John Barry.
William F. Bennett.
James Chatterton, B.A.
Robert D. Corbett.
Timothy Crowley.
John Donovan.
Humphrey J. Donovan, B.A.
James W. Fisher.
Edward Fitzgerald.
John F. Fitzpatrick.
Michael U. Greany.
Eugene Hamilton.
Matthew Horgan.
John Jennings.
Leslie Jones.
Hugh J. Kean.

Unclassed—*continued:*
Christopher W. Keays.
Frederick Lyons.
Thomas Lumsden.
Timothy M'Auliffe.
Patrick Martin.
John N. Nason.
Richard O'Brien.
James J. O'Brien.
Daniel O'Connor.
Thomas Peguin.
Charles G. Purcell.
William Robinson.
Francis Roche.
Richard Ryan.
Thomas H. Sandiford.
John Sisk.
Alexander Trousdale.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.
First Class:—John H. Jones.
Second Class:—Edward W. Haynes.

Third Class:—Samuel Anglin.
John H. Hannan.
Robert Ring.
George Weldon.
} Nearly equal.

Without Honors:
Patrick Forde.
William Healy.
James O. Howe.

Without Honors—*continued:*
James W. Martin.
Peter Mulcahy.

Appendix H.

Papers used at the Special Prize Examinations.

APPENDIX H.

ORDER of COUNCIL, REGULATIONS, and PAPERS of QUESTIONS for the SPECIAL PRIZE EXAMINATIONS.

[The Order of Council and Regulations remaining as in last year, may be found by reference to preceding Reports.]

GREEK.

Translate into English:—

(A).

ὣς ἄρ' ἔφη· γρηῢς δὲ λέβηθ' ἕλε παμφανόωντα,
τῷ πόδας ἐξαπένιζεν, ὕδωρ δ' ἐνεχεύατο πουλὺ
ψυχρόν, ἔπειτα δὲ θερμὸν ἐπήφυσεν. αὐτὰρ Ὀδυσσεύς
ἷζεν ἐπ' ἐσχαρόφιν, ποτὶ δὲ σκότον ἐτράπετ' αἶψα·
αὐτίκα γὰρ κατὰ θυμὸν ὀΐσατο, μή ἑ λαβοῦσα
οὐλὴν ἀμφράσσαιτο, καὶ ἀμφαδὰ ἔργα γένοιτο.
νίζε δ' ἄρ' ἆσσον ἰοῦσα ἄναχθ' ἑόν· αὐτίκα δ' ἔγνω
οὐλήν, τήν ποτέ μιν σῦς ἤλασε λευκῷ ὀδόντι
Παρνησόνδ' ἐλθόντα μετ' Αὐτόλυκόν τε καὶ υἷας,
μητρὸς ἑῆς πατέρ' ἐσθλόν, ὃς ἀνθρώπους ἐκέκαστο
κλεπτοσύνῃ θ' ὅρκῳ τε. θεὸς δέ οἱ αὐτὸς ἔδωκεν
Ἑρμείας· τῷ γὰρ κεχαρισμένα μηρία καῖεν
ἀρνῶν ἠδ' ἐρίφων· ὁ δέ οἱ πρόφρων ἅμ' ὀπήδει.
Αὐτόλυκος δ' ἐλθὼν Ἰθάκης ἐς πίονα δῆμον
παῖδα νέον γεγαῶτα κιχήσατο θυγατέρος ἧς·
τόν ῥά οἱ Εὐρύκλεια φίλοις ἐπὶ γούνασι θῆκεν
παυομένῳ δόρποιο, ἔπος τ' ἔφατ', ἔκ τ' ὀνόμαζεν.—HOMER.

(B).

ΑΤΟΣΣΑ. ἀρχὴ δὲ ναυσὶ ξυμβολῆς τίς ἦν φράσον,
τίνες κατῆρξαν, πότερον Ἕλληνες, μάχης,
ἢ παῖς ἐμὸς, πλήθει καταυχήσας νεῶν ;
ΑΓΓΕΛΟΣ. ἦρξεν μὲν, ὦ δέσποινα, τοῦ παντὸς κακοῦ
φανεὶς ἀλάστωρ ἢ κακὸς δαίμων ποθέν.
ἀνὴρ γὰρ Ἕλλην ἐξ Ἀθηναίων στρατοῦ
ἐλθὼν ἔλεξε παιδὶ σῷ Ξέρξῃ τάδε,
ὡς, εἰ μελαίνης νυκτὸς ἵξεται κνέφας,
Ἕλληνες οὐ μενοῖεν, ἀλλὰ σέλμασι
ναῶν ἐπενθορόντες ἄλλος ἄλλοσε
δρασμῷ κρυφαίῳ βίοτον ἐκσωσοίατο.
ὁ δ' εὐθὺς ὡς ἤκουσεν, οὐ ξυνεὶς δόλον
Ἕλληνος ἀνδρὸς οὐδὲ τὸν θεῶν φθόνον,
πᾶσιν προφωνεῖ τόνδε ναυάρχοις λόγον·
εὖτ' ἂν φλέγων ἀκτῖσιν ἥλιος χθόνα
λήξῃ, κνέφας δὲ τέμενος αἰθέρος λάβῃ,
τάξαι νεῶν στῖφος μὲν ἐν στοίχοις τρισὶν,

Appendix H.

Papers used at the Special Prize Examinations.

ἔκπλους φυλάσσειν καὶ πόρους ἁλιρρόθους·
ἄλλας δὲ κύκλῳ νῆσον Αἴαντος πέριξ,
ὡς, εἰ μόρον φευξοίαθ᾽ Ἕλληνες κακὸν,
ναυσὶν κρυφαίως δρασμὸν εὑρόντες τινὰ,
πᾶσι στέρεσθαι κρατὸς ἦν προκείμενον.
τοσαῦτ᾽ ἔλεξε κάρθ᾽ ὑπ᾽ ἐκθύμου φρενός·
οὐ γὰρ τὸ μέλλον ἐκ θεῶν ἠπίστατο.—Æschylus.

(C).

ΑΔΚΙΒΙΑΔΗΣ. Χαλεπόν, ὦ Σώκρατες, ἐστὶν ἀντιλέγειν πρὸς τὰ καλῶς εἰρημένα· ἐκεῖνο δ᾽ οὖν ἐννοῶ, ὅσον κακῶν αἰτία ἡ ἄγνοια τοῖς ἀνθρώποις, ὁπόθ᾽ ὡς ἔοικε, λελήθαμεν ἡμᾶς αὐτοὺς διὰ ταύτην καὶ πραττοντες καὶ τό γε ἔσχατον εὐχόμενοι ἡμῖν αὐτοῖς τὰ κάκιστα. ὅπερ οὖν οὐδεὶς ἂν οἰηθείη, ἀλλὰ τοῦτό γε πᾶς ἂν οἴοιτο ἱκανὸς εἶναι, αὐτὸς αὑτῷ τὰ βέλτιστα εὔξασθαι, ἀλλ᾽ οὐ τὰ κάκιστα. τοῦτο μὲν γὰρ ὡς ἀληθῶς κατάρᾳ τινὶ ἀλλ᾽ οὐκ εὐχῇ ὅμοιον ἂν εἴη. ΣΩΚΡΑΤΗΣ. Ἀλλ᾽ ἴσως, ὦ βέλτιστε, φαίη ἄν τις ἀνήρ, ὃς ἐμοῦ τε καὶ σοῦ σοφώτερος ὢν τυγχάνοι, οὐκ ὀρθῶς ἡμᾶς λέγειν οὕτως εἰκῇ ψέγοντας ἄγνοιαν, εἴ γε μὴ προσθείημεν τὴν ἔστιν ὧν τε ἄγνοιαν καὶ ἔστιν οἷς καὶ ἔχουσί πως ἀγαθόν, ὥσπερ ἐκείνοις κακόν. ΑΛ. πῶς λέγεις; ἔστι γὰρ ὁτιοῦν πρᾶγμα ὁτῳδὴ ὁπωσοῦν ἔχοντι ἄμεινον ἀγνοεῖν ἢ γιγνώσκειν; ΣΩ. ἔμοιγε δοκεῖ· σοὶ δ᾽ οὔ; ΑΛ. οὐ μέντοι μὰ Δία. ΣΩ. ἀλλὰ μὴν οὐδ᾽ ἐκεῖνό σου καταγνώσομαι, ἐθέλειν ἄν σε πρὸς τὴν ἑαυτοῦ μητέρα διαπεπρᾶχθαι ἅπερ Ὀρέστην φασὶ καὶ τὸν Ἀλκμαίωνα καὶ εἰ δή τινες ἄλλοι ἐκείνοις τυγχάνουσι ταὐτὰ διαπεπραγμένοι.—Plato.

(D).

καὶ τὸ μὲν δὴ πρὸ τοῦ πολεμεῖν φανερῶς συναγωνίζεσθαι Φιλίππῳ δεινὸν μὲν, ὦ γῆ καὶ θεοὶ, πῶς γὰρ οὔ; κατὰ τῆς πατρίδος· δότε δ᾽, εἰ βούλεσθε, δότε αὐτῷ τοῦτο. ἀλλ᾽ ἐπειδὴ φανερῶς ἤδη τὰ πλοῖα ἐσεσύλητο, Χερρόνησος ἐπορθεῖτο, ἐπὶ τὴν Ἀττικὴν ἐπορεύεθ᾽ ἄνθρωπος, οὐκέτ᾽ ἐν ἀμφισβητησίμῳ τὰ πράγματα ἦν, ἀλλ᾽ ἐνειστήκει πόλεμος, ὅ τι μὲν πώποτ᾽ ἔπραξεν ὑπὲρ ὑμῶν ὁ βάσκανος οὗτος ἰαμβειοφάγος, οὐκ ἂν ἔχοι δεῖξαι, οὐδ᾽ ἔστιν οὔτε μεῖζον οὔτ᾽ ἔλαττον ψήφισμα οὐδὲν Αἰσχίνῃ ὑπὲρ τῶν συμφερόντων τῇ πόλει. εἰ δέ φησι, νῦν δειξάτω ἐν τῷ ἐμῷ ὕδατι. ἀλλ᾽ οὐκ ἔστιν οὐδέν. καίτοι δυοῖν αὐτὸν ἀνάγκη θάτερον, ἢ μηδὲν τοῖς πραττομένοις ὑπ᾽ ἐμοῦ τότ᾽ ἔχὸντ᾽ ἐγκαλεῖν μὴ γράφειν παρὰ ταῦθ᾽ ἕτερα, ἢ τὸ τῶν ἐχθρῶν συμφέρον ζητοῦντα μὴ φέρειν εἰς μέσον τὰ τούτων ἀμείνω. ἆρ᾽ οὖν οὐδ᾽ ἔλεγεν, ὥσπερ οὐδ᾽ ἔγραφεν, ἡνίκα ἐργάσασθαί τι δέοι κακόν; οὐ μὲν οὖν ἦν εἰπεῖν ἑτέρῳ.

Demosthenes.

(E).

καὶ τὰ μὲν δὴ περὶ Ἑλλήσποντον Ἀθηναίοις τε καὶ Λακεδαιμονίοις τοιαῦτα ἦν. ὧν δὲ πάλιν ὁ Ἐτεόνικος ἐν τῇ Αἰγίνῃ, καὶ ἐπιμιξίᾳ χρωμένων τὸν πρόσθεν χρόνον τῶν Αἰγινητῶν πρὸς τοὺς Ἀθηναίους, ἐπεὶ φανερῶς κατὰ θάλατταν ὁ πόλεμος ἐπολεμεῖτο, ξυνδόξαν καὶ τοῖς ἐφόροις, ἐφίησι λῄζεσθαι τὸν βουλόμενον ἐκ τῆς Ἀττικῆς. οἱ δ᾽ Ἀθηναῖοι, πολιορκούμενοι ὑπ᾽ αὐτῶν, πέμψαντες εἰς Αἴγιναν καὶ ὁπλίτας καὶ στρατηγὸν αὐτῶν Πάμφιλον, ἐπετει-

Appendix H.

Papers used at the Special Prize Examinations.

χισαν Αἰγινήταις, καὶ ἐπολιόρκουν αὐτοὺς καὶ κατὰ γῆν καὶ κατὰ θάλατται δέκα τριήρεσιν. ὁ μέντοι Τελευτίας, τυχὼν ἐπὶ τῶν νήσων ποι ἀφιγμένος κατὰ χρημάτων πόρον, ἀκούσας ταῦτα περὶ τοῦ ἐπιτειχισμοῦ, ἐβοήθει τοῖς Αἰγινήταις· καὶ τὸ μὲν ναυτικὸν ἀπήλασε, τὸ δ' ἐπιτείχισμα διεφύλαττεν ὁ Πάμφιλος.—XENOPHON.

Translate into Greek, of the dialect of Plato :—

"I am not sure that I understand you," said Alciphron, "but if I do, you mean to say, that as the body continually changes and takes unto itself new properties, and is not the same as yesterday, so likewise the soul lays aside its idiosyncrasies, and is changed by acquiring new powers, and thus may be said to die. And hence, properly speaking, the soul lives always, in the Present, and has, and can have, no Future; for the Future becomes the Present, and the soul that then lives in me is a higher and more perfect soul; and so onward for evermore." "I mean what I say," continued Euthyphron, "and can find no more appropriate language to express my meaning than that which I have used. But, as I said before, pardon must be granted to the novelty of words, when it serves to illustrate the obscurity of things."—LONGFELLOW.

Translate into Greek iambics :—

O, I have passed a miserable night,
So full of fearful dreams, of ugly sights,
That, as I am a Christian faithful man,
I would not spend another such a night,
Though 'twere to buy a world of happy days :
So full of dismal terror was the time.—SHAKESPEARE.

JOHN RYALL, *Professor.*

LATIN.

Translate :—

CICERO—*De Oratore*, I., xiv., s. 61.

Atque haud scio an minus vobis hoc sim probaturus; equidem non dubitabo, quod sentio, dicere. Physica ista ipsa et mathematica et quae paullo ante caeterarum artium propria posuisti, scientiae sunt eorum, qui illa profitentur; illustrare autem oratione si quis istas ipsas artes velit, ad oratoris ei confugiendum est facultatem. Neque enim, si Philonem illum architectum, qui Atheniensibus armamentarium fecit, constat perdiserte populo rationem operis sui reddidisse, existimandum est architecti potius artificio disertum, quam oratoris fuisse. Nec, si huic M. Antonio pro Hermodoro fuisset de navalium opere dicendum, non, quum ab illo causam didicisset, ipse ornate de alieno artificio copioseque dixisset. Neque vero Asclepiades, is quo nos medico amicoque usi sumus, quum eloquentia vincebat caeteros medicos, in eo ipso, quod ornate dicebat, medicinae facultate utebatur, non eloquentiae. Atque illud est probabilius, neque tamen verum, quod Socrates dicere solebat, omnes in eo, quod scirent, satis esse eloquentes; illud verius, neque, quemquam in eo disertum esse posse, quod nesciat, neque, si optime sciat ignarusque sit faciundae ac poliendae orationis, diserte id ipsum, de quo sciat, posse dicere.

Appendix II.

Papers used at the Special Prize Examinations.

PERSIUS—*Sut.* II., 59.

Aurum vasa Numae Saturniaque impulit aera,
Vestalesque urnas et Tuscum fictile mutat.
O curvae in terris animae et coelestium inanes!
Quid iuvat, hos templis nostros immittere mores,
Et bona dis ex hac scelerata ducere pulpa?
Haec sibi corrupto casiam dissolvit olivo,
Haec Calabrum coxit vitiato murice vellus,
Haec baccam conchae rasisse et stringere venas
Ferventis massae crudo de pulvere iussit.
Peccat et haec, peccat: vitio tamen utitur; at vos
Dicite, pontifices, in sancto quid facit aurum?
Nempe hoc quod Veneri donatae a virgine pupae.
Quin damus id superis, de magna quod dare lance
Non possit magni Messallae lippa propago:
Compositum ius fasque animi, sanctosque recessus
Mentis, et incoctum generoso pectus honesto.
Haec cedo ut admoveam templis, et farre litabo.

1. Mention the lakes and rivers in Gallia Cisalpina. Give the corresponding modern names.
2. Describe the arch of Titus, the column of Trajan, and the Pantheon of Agrippa.
3. Notice some imitations of Greek writers which occur in Horace.
4. Write a short essay on the use of the subjunctive mood.
5. *C* before *a* in Latin becomes *ch* in French. A consonant between two vowels in Latin often disappears in French. Give examples from proper names.

Translate into Latin :—

Such a history as that of Suetonius, which gives us a succession of absolute princes, is to me an unanswerable argument against despotic power. Where the prince is a man of wisdom and virtue, it is indeed happy for his people that he is absolute; but since in the common run of mankind, for one that is wise and good you find ten of a contrary character, it is very dangerous for a nation to stand to its chance, or to have its public happiness or misery depend on the virtues or vices of a single person. Look into the history I have mentioned, or into any series of absolute princes, how many tyrants must you read through, before you come to an emperor that is supportable?

Translate into verse, in an appropriate metre :—

Sometimes the pencil, in cool airy halls,
Bade the gay bloom of vernal landscapes rise,
Or autumn's varied shades imbrown the walls:
Now the black tempest strikes th' astonished eyes;
Now down the steep the flashing torrent flies;
The trembling sun now plays o'er ocean blue,
And now rude mountains frown amid the skies;
Whate'er Lorraine light-touch'd with softening hue,
Or savage Rosa dash'd, or learned Poussin drew.

B. LEWIS, *Professor.*

Appendix H.

Papers used at the Special Prize Examinations.

ENGLISH LANGUAGE AND LITERATURE.

Language.

1. Is the science of language to be classed among the historical or the physical sciences?

2. Is there any evidence to show that the terminations used in inflections were once significant?

3. Is a mixed language possible? Is there any truth in the assertion, that the Norman-French has had no influence upon the grammar of our language?

4. Are there any objections to the terms Anglo-Saxon and Semi-Saxon? By what name was the language spoken in England, before the Norman Conquest, known to the people themselves? Examine historically and grammatically the terms *Englisc*, *Ennglissh*, *Englysch*, *Inglysch*, *Inglis*, *Englyss*, and *English*.

5. Estimate the relative proportions of English words and French derivatives in Piers Ploughman and Chaucer.

6. Point out any changes of signification in the usage of the following words:—*allow*, *censure*, *document*, *owe*, *prevent*.

7. Discuss the origin of the English *infinitive*. Show that in *to write* the particle *to* is sometimes a mere sign; at other times a true preposition. Examine the so-called gerund *writing*, comparing it with the verbal substantive, and the present participle of the same form.

Literature.

8. Characterize the poetic genius of Chaucer.

9. What is the design of Spenser's "Faerie Queene"? Specify the merits and defects of that poem.

10. Consider Shakespeare and Ben Jonson as representatives of the Romantic and Classical schools of dramatic poetry.

11. What is the sonnet? Mention the principal writers of English sonnets, adding critical remarks upon their compositions.

12. Write a short life of Milton, and review his literary career.

13. Characterize the prose style of Bacon and Hooker.

14. Trace the correct school of poetry, from Denham and Waller to Dryden and Pope.

15. Give some account of Addison and the essayists of the eighteenth century.

16. Characterize the poetic genius of Wordsworth and Coleridge.

HISTORY.

European.

1. Give an account of the Gothic kingdoms established in Italy, Southern Gaul, and Spain.

2. Describe the extent and character of the empire founded by Charlemagne.

3. What was the origin of the feudal system? In what respects did Anglo-Norman feudalism differ from that of the Continent?

4. Narrate the principal events in the first and second crusade.

English.

5. What were the leading provisions of Magna Charta? Mention the principal confirmations of the Charter; and inquire why any confirmation was supposed to be necessary.

Appendix H.

Papers used at the Special Prize Examinations.

6. Trace the origin and development of parliamentary government in England.

7. What was the claim of Edward III. to the throne of France?

8. What were the claims of the Houses of York and Lancaster to the throne of England? What were the political consequences resulting from the wars of the Roses?

9. Account for the extension of the royal prerogative under the Tudors.

10. State the principles involved in the struggle between Charles I. and the Parliament. What was the Petition of Right?

11. Narrate the events which led to the restoration of Charles II.

12. What events led to the abdication of James II., and the accession of William and Mary?

13. State the provisions of the Bill of Rights.

14. Give a brief account of Marlborough's campaigns.

William Rushton, *Professor.*

Logic.

1. What should be the subject-matter and method of logic, considered as a science?

2. Does judgment in fact precede or follow simple apprehension?

3. How do the categories of Aristotle differ from those of Kant?

4. What reasons can be given for and against the admission of a class of infinite propositions into the division according to quality?

5. Give and discuss the various definitions of syllogism.

6. What objections have been made to the process of *reductio per impossibile?* How many logical axioms are implied in it?

7. How many reasons are assigned for the introduction of Sir W. Hamilton's new classes of propositions? Examine them.

8. What is meant by "instantiæ ostensivæ," "comitatos," "crucis"? Illustrate and explain the value of each.

9. What is the principle of classification of fallacies adopted by Dr. Whately, and what that by Mill? Compare them.

10. To what extent does the composition of causes interfere with the applicability of the experimental methods to actual phenomena?

Metaphysics.

1. What doctrines does Plato intend to illustrate by his "Cave"? Are similar views to be found in modern philosophy?

2. Compare the "Ideas" of Plato with those of Kant.

3. How far is Spinosism, considered in its (1) first principles, (2) its method, (3) its results, a legitimate product of Cartesianism?

4. What uses does Hobbes ascribe to language? Why does he attach so much importance to it?

5. What phenomena does Hartley propose to explain by his "Law of Transference"? How does Sir W. Hamilton explain the same phenomena; and which account do you prefer?

6. What is meant by a "transcendental" as opposed to a "metaphysical exposition"?

7. What does Reid mean by a "first principle," and by "first principles of contingent truths?" Is his account of the latter consistent with his definition?

Appendix H.
Papers used at the Special Prize Examinations.

8. What are the various theories of the origin of the idea of cause? Discuss them.

9. What is meant by the Philosophy of the Unconditional? How is it treated by Sir W. Hamilton; and what is the value of his conclusions?

G. S. Read, *Professor.*

Pure Mathematics.

1. There are p arithmetical progressions, each beginning from unity. The common differences are 1, 2, 3, ... , p. Show that the sum of their n^{th} terms$=\frac{(n-1)p^2+(n+1)p}{2}$.

2. Find the value of $\frac{1}{x+a}+\frac{a}{(x+a)(x+b)}+\frac{ab}{(x+a)(x+b)(x+c)}+\&c.$ to n terms; and of $\frac{4}{1.3}-\frac{12}{5.7}+\frac{20}{9\cdot 11}-\frac{28}{13\cdot 15}+\&c.$ *ad infinitum.*

3. Let α, β, γ, &c. be the roots of the equation

$$x^n-nax^{n-2}+n\frac{n-3}{2}a^2x^{n-2}-\&c.=-b.$$

Then $\alpha^{2r}+\beta^{2r}+\&c.=\frac{2r(2r-1)\ldots(r+1)}{\lfloor r}na^r$ when $2r \angle n$.

4. If A be the arc of a circle, whose radius is unity, prove that

$$\log\cos A=-M\left(\frac{A^2}{2}+\frac{A^4}{3.4}+\frac{A^6}{5.9}+\&c.\right)$$

5. Find the equation to the tangent to a parabola ($y^2=\phi ax$) in the form $y=mx+\frac{a}{m}$.

θ and θ' are the inclinations of two tangents to the axis, and $\tan\theta-\tan\theta'$ is constant; find the locus of their point of intersection.

6. Find the equation to an ellipse referred to the tangent and normal at any point as axes. Also find the condition that the tangent has contact of the second order.

7. Define a differential co-efficient, and from your definition prove that the differential co-efficient of $\sin x\cos x$ is $\cos^2x-\sin^2x$.

Find the differential co-efficient of $\cos\left(\varepsilon^{\varepsilon}\right)^x$.

8. Prove Taylor's theorem and deduce Maclaurin's. Does Maclaurin's theorem ever fail; and when?

Expand $\varepsilon^{-\frac{1}{x^2}}$ in descending powers of x.

9. Show that the limit of $h\{\phi(a)+\phi(a+h)+\phi(a+2h)+\ldots+\phi(a+\overline{n-1}h\}$, when $nh=b-a$, when h is made indefinitely small, and h indefinitely large, $b+a$ being finite, is

$$=\int_a^b \phi(x)dx.$$

From this definition show that the integral of $\sin x$ is $\cos x$.

10. The evolute of an equiangular spiral is a similar spiral. Prove this.

11. Trace the curve $2(x^2+y^2)^2-a^2=\frac{a^2x}{\sqrt{x^2+y^2}}$ and find its whole area.

Robert Romer, *Professor.*

Papers used at the Special Prize Examinations.

NATURAL PHILOSOPHY.

1. In a Leyden jar there is always an excess of electricity in one of the coatings; what is the relation between this excess and the total charge?

2. What is the action of an element of a current on the pole of a magnetic needle, and how is it experimentally proved?

3. Explain the action of a vertical current on a horizontal magnet, capable of rotating round its middle point.

4. If a copper plate be rotated between the poles of a powerful magnet, explain the phenomena which result.

5. Describe the *balance magnetometer* and its use.

6. How did Joule determine the mechanical equivalent of heat?

7. From Newton's law of cooling, prove that the temperature indicated by the differential thermometer is proportional to the quantity of heat it receives.

8. How did Dr. Young account for the bands formed by light passing by an edge?

9. In Newton's rings, how is it proved that the phenomena are produced by light reflected from both surfaces?

10. What is meant by rotatory polarization? and state its laws.

JOHN ENGLAND, *Professor.*

CHEMISTRY.

1. What are the points of resemblance and difference between the forces of cohesion and affinity?

2. What reactions take place when you mix together chloride of sodium, peroxide of manganese, and sulphuric acid? Describe the properties of the gas which is formed.

3. How is phosphorus formed, both in its ordinary and in its allotropic form? Give its properties in these two states.

4. Explain the law of multiple proportions; illustrate it by examples.

5. What is a salt? Explain the difference between a haloid salt and the salt of an oxygen acid.

6. How is the neutrality of the salt of a monobasic acid ascertained?

7. Explain the doctrine of isomorphism; illustrate by examples.

J. BLYTH, *Professor.*

GEOLOGY.

1. What are the principal agents which alter or modify the crust of the earth?

2. What is meant by *unconformability*, and what inferences can be drawn from rocks having this arrangement?

3. In what respect do *trachytic* and *doleritic* rocks differ from each other?

4. What is the nature and origin of the structure known as *slaty cleavage*, and in what does this differ from jointing?

5. What are the minerals entering into the composition of granites, and how are these arranged as regards consolidation?

6. Where does the Cambrian formation occur in Scotland; what is its mineral nature; and under what circumstances does it present itself?

7. What is the position, and what are the characteristic fossils of the Caradoc formation?

ROBERT HARKNESS, *Professor.*

Appendix I.

Report of the Librarian.

APPENDIX I.

Special Report of the Librarian.

The number of volumes in the library at present is 18,130. They may be classified as follows :—

Pure Mathematics,	597	History,	2,468
Mixed do.,	563	Biography,	540
Chemistry,	928	Antiquities,	261
Geology and Palæontology,	576	Geography, Voyages, and Travels,	578
Botany and Zoölogy,	1,418	Engineering, Industrial and Useful Arts,	440
Medical Science, &c.	1,941	Agriculture.	202
Theology and Ecclesiastical History,	321	Fine Arts,	193
Logic, Metaphysics, and Moral Philosophy,	408	Bibliography,	86
Jurisprudence and Political Economy,	492	Encyclopædias and Works on Miscellaneous Subjects,	625
Education,	167		
Law,	780	Total,	18,130
Ancient Classical Literature,	1,803		
Celtic Literature,	59		
English Language and Literature,	1,271	Increase in number of volumes over last report,	875
Modern European Literature,	1,413	Of these, 13 volumes were presented.	

Three volumes are missed from the library during past session, and seven returned as lost in previous reports were received through Post Office from anonymous senders.

No breach of the library regulations worth noticing occurred. Discipline is carefully and effectively maintained.

The works of reference in the consulting library (worth about £8,000) are inadequately protected, and are moreover mouldering from damp. This has been a constant subject of complaint for several years.

Cleanliness and order are properly attended to.

The booksellers, Messrs. Hodges and Smith, continue to supply the orders in a satisfactory manner.

Matthias O'Keeffe, *Librarian.*

Queen's College, Cork, March 31, 1867.

Appendix K.

Copies of Accounts furnished by Bursar.

APPENDIX K.

Copies of the several Accounts furnished by the Bursar, showing the Financial Position of the College.

No. 1.

General Abstract of the Account of the President or Vice-President, and Bursar, of Queen's College, Cork, from 1st April, 1866, to 31st March, 1867.

Dr. Head of Service (Receipts).	£	s.	d.
To Balance on the 1st April, 1866,	1,638	7	1
,, Amount received from Paymaster of Civil Services,	8,501	11	1
,, Fees and Fines,	61	14	6
,, Balance lodged in Bank,	22	0	7
	£10,223	13	3

Cr. Head of Service (Payments).	£	s.	d.
By amount paid for Salaries,	5,739	5	11
,, ,, ,, Scholars and Prizes,	1,329	5	0
,, ,, ,, Porters and Servants,	328	12	0
,, ,, ,, Additional Grant,	1,518	18	11¼
,, Balance indebted on 31st March, 1867,	1,307	12	2
	£10,223	14	0¼

Appendix K.

No. 2.

Account of Receipt and Expenditure of Funds derived from Parliamentary Grant and from College Fees and Fines, from 1st April, 1866, to 31st March, 1867.

Copies of Accounts furnished by Bursar.

DR.

	£	s.	d.
By Balance shown to Debit of Bursar, as per last account, for the year ending 31st March, 1866,	458	8	11
,, cash received from Paymaster-General, being Parliamentary Grant for the year 1866-67,	1,000	0	0
,, amount of College Fees and Fines received in the year ending 31st March, 1867,	61	14	6
	£1,520	3	5

CR.

	£	s.	d.
By expenditure on account of Parliamentary Grant for the several College Departments:—			
Ancient and Modern Literature,	211	7	8
Mathematical, Physical, and Chemical Sciences,	131	1	11
Natural Sciences,	101	13	8
Engineering and Agriculture,	52	0	3
Medical Sciences,	140	4	0
Metaphysical, Legal and Economical Sciences,	87	15	6
Printing, Stationery, Advertising, and Sundry Office Expenses,	270	8	6
Heating and Lighting,	209	2	9
Botanic Garden and Grounds,	165	0	4
,, Sundry expenses charged against Fees and Fines fund, including Porter's Clothing, and Expenditure on New Grounds,	144	10	5
,, Balance to Debit of Bursar at close of 31st March, 1867,	6	18	5
	£1,520	3	5

E. M. Fitzgerald, *Bursar.*

Appendix L.

APPENDIX L.

Report of the Vice-President on Discipline, and Return of Punishments; Reports of the Deans of Residences for the several Religious Denominations.

Reports on Discipline, Punishments, and of the Deans of Residences.

Return to be filled up by the Vice-President and sent in to the Registrar for the official information of the President on or before the 8th day of March, for the Collegiate Session, 1865-66.

A.—As to the state and efficiency of all the several departments of the College, to which the constant supervision of the Vice-President is directed by the statutes.

B.—As to the state of order and discipline in the College, to which the particular attention of the Vice-President is directed by the statutes.

Signed,
By order of the President,
Robert J. Kenny, *Registrar.*

No. 1.—Report of the Vice-President for Session 1865-66.

A.—Satisfactory.

B.—Only one case of serious breach of discipline occurred—viz., copying from a manuscript at an examination.

John Ryall, *Vice-President.*

Appendix L.

Reports on Discipline, Punishments, and of the Deans of Residences.

No. 2.—RETURN of PUNISHMENTS for VIOLATION of COLLEGE DISCIPLINE during the academic Session 1865–66.

Offence.	Punishment.
For Copying at the Special Prize Examination.	To be fined to the amount of the Science Scholarship held by the offender from 9th of March to the end of the Session.

REPORT of DEAN of RESIDENCES for STUDENTS of the ESTABLISHED CHURCH.

2, South-terrace, Cork,
March 6, 1867.

DEAR SIR,—In reply to your letter of the 4th inst., informing me that you were directed by the President to request that I should let him have on or before the 12th inst., my report of the conduct of those students placed under my charge during 1865–66, I beg leave to say that no students of the Queen's College have for many years been placed under my charge. In 1865–66 there were nearly one hundred Established Church students on the rolls of the College, and yet there was only one small lodging house licensed for them in Cork; and for many reasons none of the students were able to avail themselves of the very limited accommodation provided by that house.

The fact is, there has been no officer of the College appointed to give any religious instruction whatever, or to take any notice whatever of the conduct of the students from the time they leave their class-rooms in the afternoon, until they return to the College the next morning; and yet I know many are under the impression that the Deans of Residences have the spiritual charge of the students. The parents are not fully informed, according to the provisions of the Act of Parliament, of the effect of allowing their sons to live in non-licensed houses.

I have always been in the habit for nine or ten years of gathering as many of the students as I could to attend a lecture I hold for them exclusively every week; and I have more than once besought the Council of the College to allow me, for the convenience of the Established Church students, to give this lecture in some room in the College. But the Council thought fit to exclude all religious teaching of every kind from the lecture rooms of the College.

Under these circumstances I have no report to offer officially of the conduct of any of the students, or of the numbers who voluntarily attended my lectures, in a room provided by myself, unfortunately more than half a mile from the College.

Your obedient servant,

GEORGE WEBSTER, D.D.
Chancellor of Cork and Dean of Residences to the Queen's College, Cork.

R. J. Kenny, esq., Registrar.

REPORT of DEAN of RESIDENCES for STUDENTS of the PRESBYTERIAN CHURCH.

Cork, March 6, 1867.

SIR,—With regard to the Presbyterian students in attendance on the Queen's College, Cork, during the session 1865–66, I have nothing very particular to report. Their conduct was good; and nearly all of them were attentive to their religious duties. Nothing effective in the way of moral and Christian discipline can be done so long as the office of Dean of Residences is continued by the Government in its present anomalous position.

Appendix L.

Reports on Discipline, Punishment, and of the Deans of Residences.

WILLIAM MAGILL, *Trinity Church, Cork.*

Sir Robert Kane.

REPORT of the WESLEYAN DEAN of RESIDENCES.

14, Henry-street, Cork,
17th May, 1867.

MY DEAR SIR,—In reporting on the moral conduct of the Wesleyan students in the Queen's College, Cork, it gives me sincere pleasure to record my unqualified approval. I have had my attention directed to them during the session now closing, and in every instance their conduct has been exemplary, and their attendance of public worship regular.

Sincerely praying that the Queen's Colleges may long impart their priceless benefits to this unhappy, and yet highly privileged country, and with kindest regards to yourself,

I am, my dear sir, your obedient servant,

C. L. GRANT,

Wesleyan Dean of Residences, Queen's College, Cork.

Sir Robert Kane, President, Queen's
College, Cork.

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Report of the Proceedings of the Triennial Visitation.

REPORT of the PROCEEDINGS of the TRIENNIAL VISITATION.

The triennial visitation of this College took place on 12th April, 1867, in the Examination Hall of the College. The Visitors present were the Right Hon. Maziere Brady, Vice-Chancellor of the Queen's University, and the Right Rev. the Lord Bishop of Killaloe.

The Examination Hall was opened to the public at 11 o'clock, and among the visitors were a number of ladies, who were accommodated with seats upon the dais, as far as the space allowed. The graduates and students were arranged in the body of the hall, the President and Vice-President, with the Professors, Officers, and Deans of Residences, occupying one side of the dais, the centre being occupied by the Visitors. When they had taken their places, the Registrar of the College, Mr. Kenny, called the roll of the professors and students, of whom the attendance was very large. The professors present were—Bunnell Lewis, M.A., F.S.A.; Robert Romer, B.A.; J. England, M.A.; William Rushton, M.A.; George Sidney Read, M.A.; John Blyth, M.D.; Joseph Reay Greene, B.A.; Robt. Harkness, F.R.S.S.L. and E., F.G.S.; Richard Horner Mills, M.A.; Michael Barry, M.R.I.A.; J. Henry Corbett, M.D., L.R.C.S.I.; Denis C. O'Connor, B.A., M.D.; William K. Tanner, M.D.; Purcell O'Leary, B. es L., M.A., M.D., F.R.S.; Joshua R. Harvey, B.A., M.D.; Alexander Jack, M.A.; Owen Connellan, esq. Officers:—Robert John Kenny, esq.; Edward M. Fitzgerald, esq.; Matthias O'Keeffe, M.A., M.D. Deans of Residences:—Church of England—Rev. George Webster, LL.D.; Presbyte-

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rian Church—Rev. William Magill; Wesleyan Communion—Rev. Charles Lyner Grant; Non-subscribing Presbyterian—Rev. W. Whitelegge, M.A.

The *Vice-Chancellor* asked the President to state to the Visitors the actual condition of the College, and its progress since the last visitation.

Sir *Robert Kane* said, in reply, that the state of the College was very satisfactory. There had been scarcely any change in the number of students since last year, the total number being now 230, and in last year 238, the difference being principally in the departments of engineering and law. The President then handed in to the Visitors a numerical return, prepared under his direction by the Registrar, exhibiting the precise number of the students for the last three years, arranged according to their different branches of study and different religious denominations. The relative proportions of the latter had not undergone any sensible change. In regard to the conduct of the professors and students, nothing could be more satisfactory. The zeal displayed by the professors in the discharge of their duties, and the efficiency which they had given to their several departments of instruction, deserved the highest praise. The conduct of the students had been uniformly good. But very few infractions of college discipline had occurred, and those few had all been of such a trivial kind as required only advice from the Vice-President, or a small fine imposed by the College Council. He (the President) believed that it would be difficult to find in Europe a similar university college, containing a body of 230 young men, in which the conduct and demeanour of the students had been always so creditable. The following is the return handed in by the President:—

NUMBER of STUDENTS on the COLLEGE ROLL for Sessions 1864–65, 1865–66, and 1866–67, according to RELIGIOUS DENOMINATIONS:—

		Matriculated.	Non-Matriculated.	Total.
1864–65.	Catholics,	123	6	129
	Established Church,	108	7	115
	Wesleyan,	12	1	13
	Presbyterian,	6	–	6
	Unknown,	2	–	2
	Total,	251	14	265

		Matriculated.	Non-Matriculated.	Total.
1865–66.	Catholics,	104	7	111
	Established Church,	102	5	107
	Wesleyan,	8	1	9
	Presbyterian,	4	–	4
	Society of Friends,	1	–	1
	Unknown,	6	–	6
	Total,	225	13	238

		Matriculated.	Non-Matriculated.	Total.
1866–67.	Catholics,	101	7	108
	Established Church,	97	9	106
	Wesleyan,	7	–	7
	Presbyterian,	6	–	6
	Society of Friends,	1	–	1
	Unknown,	2	–	2
	Total,	214	16	230

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NUMBER on the COLLEGE ROLL for Sessions 1864–65, 1865–66, and 1866–67, according to FACULTIES :—

		Matriculated.	Non-Matriculated.	Total.
1864–65.	Arts,	65	–	65
	Medicine,	137	14	151
	Law,	15	–	15
	Engineering,	42	–	42
	Agriculture,	–	–	–
	Total,	259	14	273
	Of the above 8 attended more than one Faculty,			8
				265

		Matriculated.	Non-Matriculated.	Total.
1865–66.	Arts,	60	1	61
	Medicine,	116	12	128
	Law,	9	–	9
	Engineering,	46	–	46
	Agriculture,	1	–	1
	Total,	232	13	245
	Of the above 7 attended more than one Faculty,			7
				238

		Matriculated.	Non-Matriculated.	Total.
1866–67.	Arts,	58	1	59
	Medicine,	117	15	132
	Law,	7	–	7
	Engineering,	39	–	39
	Total,	221	16	237
	Of the above 7 attended more than one Faculty,			7
				230

The *Vice-Chancellor* asked whether the Vice-President or any of the professors had anything to add to what the President had stated. (They intimated that they had not.) The Deans of Residences, continued the Vice-Chancellor, are generally good enough to inform us as to the condition of the students under their charge.

The Rev. Dr. *Webster* said there were a few things to which he would ask the Visitors' attention, as he wished to show that it was clearly the intention of the Government that religious instruction should be provided for the students attending the college, and he would venture to prove this by reference to three distinct paragraphs in the statute of 1860. The first fact was in the fifteenth chapter. There were seven offences for which a student could be expelled from the college. And the second of those offences was habitual neglect of attendance to the religious instruction provided for a student of his Church or denomination. But the College took very good care that that offence could never be committed, as the means of affording religious instruction were not provided at all. For ten years he had himself given religious instruction outside the walls of the college to as many of the students as pleased to attend, and sometimes his lectures were attended by large numbers. In one session he had an average of twenty-seven, but generally he had not more than eight or ten. When it was remembered that these lectures were delivered a quarter of a mile from the college, that no hour was allowed in the time-table for the stu-

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dents to attend at them, and that the place necessarily was inconveniently situated, it would be seen that the students who did attend deserved much credit and showed considerable anxiety about religious instruction. If he had a lecture-room in the College he had no doubt he should have a fair proportion of students at his lectures. The second point to which he wished to direct the Visitors' attention was that, as far as he knew, chapter 16 of the Charter had not been attended to by the Council nor was it sufficiently understood by the public. According to the second clause in that chapter the relative or friend of the student was bound to attend personally at his entrance and accept the moral and religious conduct of him if he was not put into a licensed boarding house. For nine years there had been only one such house for about 100 students of the Established Church, and that licensed boarding house was small and inconveniently situated. He had reason to believe that the parents did not understand that the person in whose house a student lived was the person responsible for his moral and religious teaching, unless he lived in a licensed house. He could prove this by reference to a great many mistakes made by parents on the subject, and accordingly he appeared in a false position as religious teacher of the Church of England students; whereas in reality there was no person appointed whatever by the College officially to take notice of the conduct of the students from the time they left the lecture-room in the afternoon until they returned to lecture the next morning. The idea of the legislature clearly was that religious instruction should be given to the students of all denominations by the Deans of Residences, unless the parents themselves wilfully and by deliberate act at the entrance of the student, or at any subsequent time, took his religious teaching out of their hands. He was quite certain parents did not understand that the effect of putting students into unlicensed houses was, according to the statute, virtually taking the religious teaching of the students out of the hands of the Deans of Residences. By the statute of 1860 the distinction between Deans of Residences and Catechists was done away with. The Deans of Residences were now recognised by law as the persons to give religious instruction within the precincts of the College, if the Council chose to appoint them rooms. For the further proving that the Government intended that religious instruction should be given, Dr. Webster read the following clause:—"For the better maintenance of moral and religious discipline in the boarding houses, such clergymen or ministers as we shall from time to time by warrant under our sign manual appoint Deans of Residences, shall have the moral care and spiritual charge of the students of their respective creeds residing in the licensed boarding houses. The College Council shall have power to assign lecture rooms within the precincts of the college wholly or in part for the use of the Deans of Residences, for the purpose of affording religious instruction to the students of their respective creeds, and also of making rules concerning the days and times when such religious instruction shall be given therein." From all that it was quite obvious that the intention of the legislature was that religious instruction should be given to the students, and they suffered in many ways from not having it given, and in not being brought into immediate contact with the Deans of Residences. In a temporal point of view he had frequently been applied to for testimonials of the character of students from various departments in London of the Civil Service, but from not knowing them personally he was unable to give them such. On the other hand, where he was able to give testimonials, he had many communications from the students assuring him that they were of the utmost importance in securing the positions they were seeking. He had been now nine years

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in connexion with the college, but had never before mentioned anything about this matter, lest it might injure the college or give any occasion for objection; but now the matter pressed upon his conscience, and all he really wanted was, to let it be distinctly known that he was in no way officially responsible for the moral and religious teaching of the students of the Established Church connected with the college unless those students resided in licensed boarding houses. If parents desired to bring their sons under his care, a few of them could easily club together and have the house in which their sons lived licensed. Of course, no matter what he knew—if he knew that ever such wild conduct was indulged in by a student while away from the college, if it was not his duty to report him he should never think of reporting him (cheers). He hoped before long the Council would see it would be for the best interests of the institution that the Deans of Residences should be admitted to give lectures within the walls of the college.

The *Vice-Chancellor* asked the President if the provisions of the statutes requiring the presence of the parents or guardians of students at matriculation were complied with.

The *President* said that practically it was so, and, further, that in every instance an official letter was sent by the College Registrar to the parents or guardians of every student, requiring under their hand their approval of the place of residence selected for the student.

(A copy of the form of official letter referred to was handed in by the Registrar.)

Rev. Dr. *Webster* said that in the notice given the student's parent nothing was stated whatever to inform him that if his son did not live in a licensed boarding house the Dean of Residence of his church or denomination had nothing to do with his religious teaching; and, moreover, that if he lived in a boarding house the proprietor of that house was really the person appointed by the parent to take charge of the moral and religious conduct of his son. This state of things was certainly not known by the public.

The *Bishop of Killaloe* suggested that it might be well to annex to the form of letter a copy of that part of the statutes which regards the residence of students and the responsible charge of their moral and religious conduct.

The *President* stated that he had already himself felt such addition to be desirable, and that he had directed the Registrar to annex those clauses of the statutes to the circulars which should be prepared to issue for the coming session. The President further said that he would be very happy if arrangements could be made for facilitating the access of students to the instructions of the Deans of Residences, but that the want of accommodation in the college, and the constant occupation of the lecture-room for the ordinary classes, rendered such extremely difficult, and hitherto, indeed, impossible.

The *Vice-Chancellor* asked whether the other Deans of Residences wished to add anything to what had been stated.

The Rev. Mr. *Magill* said he had nothing to add. There were but few Presbyterian students at the college, only about four, and they resided with their relations, and were well looked after. Their conduct had been singularly excellent.

The *Vice-Chancellor* asked whether any notice of appeal had been given to any act done by the Council.

There being none, the *Vice-Chancellor* said the Visitors had therefore nothing further to do but inquire whether there was any representation to make as to any deficiency in the accommodation of the college, or anything needed in the museum, the library, or any other department.

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The *President* said that the College Council had adopted a requisition to the Board of Works for some extension of the western wing of the building, to supply some additional class rooms and a waiting room for students, which were imperatively wanted. The Council hoped that when the Visitors had inspected the college buildings they would be willing to approve and countersign the application to the Board of Works.

The *Visitors* said that they should be glad to do so if on examination they found the necessities such as had been described.

The *Vice-Chancellor of the University* then said, for himself and the other Visitor, that they had been very much gratified by the satisfactory condition in which they had found the college. The absence of any complaints, either on the part of the professors or the students, and of appeals from any judgments of the College Council, spoke very strongly for all parties—for the students, as it testified to their good and proper conduct in general, and for the Council, as it showed that in maintaining discipline and attention to studies, they had on all occasions acted with moderation and discretion. He therefore congratulated all parties on the agreeable termination of their business on that occasion.

The Visitors, accompanied by the President, Vice-President, and Professors, then proceeded to inspect the several departments of the college.